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ABSTRACT

This document is comprised of two appendixes that provide a portion of the materials utilized in the project to test the feasibility of adapting business management practices to educational institutions. Included are the educational planning process documents for two of the eight participating management teams. Each planning process document states the mission, strengths, weaknesses, resources, and objectives of each agency. Related documents are EA 004 141-142, and EA 004 144-146. (RA)

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Final Report

Project No. 0-0793
Grant No. OEG-0-70-5073

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ADAPTING AND TESTING BUSINESS MANAGEMENT DEVELOPMENT PROGRAMS FOR EDUCATIONAL ADMINISTRATORS

Volume 3 of 6 Volumes

January 1972

EA CO4 143

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

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Final Report

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ADAPTING AND TESTING BUSINESS MANAGEMENT DEVELOPMENT PROGRAMS FOR EDUCATIONAL ADMINISTRATORS

Volume 3 of 6 Volumes
Appendix E--Planning Document: Maryland LEA, Prince George's Co.
Appendix F--Planning Document: North Carolina SEA, Executive Staff

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American Management Association
Center for Planning and Development

Hamilton, New York

January, 1972

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
National Center for Educational Research and Development

1A

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EDUCATIONAL PLANNING PROCESS

FOR

PRINCE GEORGES COUNTY SCHOOL DISTRICT, MARYLAND

PROPERTY OF

_____

_____

_____

American Management Association

AMERICAN MANAGEMENT ASSOCIATION

May 28, 1971
a.m.

PRINCE GEORGE'S COUNTY

Definitions

Management Staff - "Middle" and Above: Principals, Supervisors and above.

AMERICAN MANAGEMENT ASSOCIATION

March 30, 1971 p.m.

PRINCE GEORGE'S COUNTY

Maryland

Mission

The mission of the Prince George's County Schools is to educate its children, youth and adults comprehensively, effectively and efficiently.

Status – 13 Schools

	Present Black	Present White	Adjustments Black	Adjustments White	16% Proposal Black	84% White
1. Birdmore	24	6	3	2	5	25
2. Beaver Hgts	23	7	4	3	5	25
3. Carmody Hill	27	8	5	3	6	29
4. Douglass Elem	11	4	—	—	3	12
5. First Hgts	26	9	2	—	10	25
6. Glendale Woods	19	8	3	—	8	25
7. Highland Park	25	8	—	—	6	27
8. Oakcrest	18	3	—	—	3	18
9. Seat Pleasant	15	6	—	—	4	17
10. Kent Jr	40	33	5	10	12	61
11. Mary Bethune Jr.	35	21	2	5	9	47
12. Rosa Parks Jr	36	18	7	8	9	45
13. Fairmont Hgts Sr.	44	28	–	3	10	62

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AMERICAN MANAGEMENT ASSOCIATION

March 30, 1971

PRINCE GEORGE'S COUNTY

SITUATION:

1. Federal government requires us to further desegregate staffs of 13 specified schools.

2. Board of Education has adopted a policy of redistributing staffs of each school in system to

   A quarterly report is required.

3. Board of Education has, pursuant to State Board of Education By-Law 236, adopted plans and procedures to

   We are now in substantial compliance with the one definite goal to

   In that the percentage of black professionals exceeds the black percentage of the county population?

4. As our central office is at 10% and we are not at the county percentage of 14+%, our principals are at 9% black.

5. Superintendent and staff meet principals and one faculty rep. from each school on April 6, 1971, to discuss problems and solicit cooperation and suggestions to be received by April 20, 1971.

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AMERICAN MANAGEMENT ASSOCIATION

March 30, 1971

PRINCE GEORGE'S COUNTY

OBJECTIVES

1. By Sept. 1971 - Redistribute teaching (prof?) staff in each of 13 schools (what are they?) to approximate the racial ratio of the total teaching staff.

2. By Sept. 1972 - Redistribute teaching (prof?) staff in each school to approximate (what parameters?) the racial ratio of total teaching staff.

Strategy

A. Redistribute staff by:

   1. New Hires

   2. Voluntary transfers

   3. Involuntary transfers

B. Use 13 schools as pilot for county-wide effort simultaneously accomplishing as much of the county-wide objective as possible by transfers from the 13 schools, new hires and volunteer transfers.

C. During the 71-72 school year and summer of 1972, reach the county-wide objective.

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AMERICAN MANAGEMENT ASSOCIATION

March 30, 1971

PRINCE GEORGE'S COUNTY

OBJECTIVE 1 - Re 13 schools

(Personnel Division has commenced a contact process with these schools)

1. Personnel Division get staff racial count in each school by _____
   a. Subject matter taught
   b. Inverse order of assignment to each school (contract says last in is first out?)
   c. Known vacancies to occur by Sept. 1, 1971 (retirement and requests).
2. Personnel Division by _____ solicit voluntary transfers from each of 13 school staffs suggesting each volunteer list his first three choices of new schools or schools where the other race is in staff majority and known vacancies exist reminding them that all specific requests may not be satisfied. At same time, solicit voluntary transfers from rest of system to fill known vacancies in 13 schools.
3. Personnel Division by _____ accomplish voluntary transfers from 13 schools.
4. Personnel Division by _____ designate specific persons to be administratively transferred from 13 schools.
5. Personnel Division by _____ solicit voluntary transfers from rest of system to fill resultant vacancies in 13 schools.
6. Personnel Division by July 31? fill vancies in 13 schools by:
   a. First, voluntary transfers
   b. Second, new hires
   c. Involuntary transfers (criteria for selection?)

AMERICAN MANAGEMENT ASSOCIATION

March 30, 1971

PRINCE GEORGE'S COUNTY

OBJECTIVE 2 - Re County-Wide Goal

1. By October 30, 1971, the Personnel Division will get racial count of each school by:
   a. Subject matter taught
   b. Inverse order of assignment to each school
   c. Known vacancies to occur (must be kept current)
2. By October 30, 1971, Personnel Division tells each school approximate racial ratio to be attained in each by September 1, 1972.
3. By November 30, 1971, the Personnel Division solicits voluntary transfers from each school to:
   a. Other existing schools
   b. New schools opening September 1972.
4. By January 15, 1972, the Personnel Division will announce slate of volunteer transfers and assess (list) resultant vacancies by race.
5. By February 17, 1972, the Personnel Division will assess (list) involuntary transfers by race needed to accomplish objectives.
6. By March 1, 1972, the Personnel Division will announce involuntary transfers.
7. By July 31, 1972, the Personnel Division will complete new hires to fill system.

AMERICAN MANAGEMENT ASSOCIATION

March 30, 1971

PRINCE GEORGE'S COUNTY

REPORTS

By May 15, 1971, the Personnel Division, assisted by management planning develop, form(s) of report of progress of staff redistribution.

By July 1, 1971, Board meeting, Personnel Division submit (as of June 30) report on progress on 13 schools.

By October 1, 1971 Board meeting, Personnel Division submit (as of Sept. 30) report on progress of 13 schools.

By January 1, 1972 Board meeting, Personnel Division, and quarterly thereafter, submit (as of end of calendar quarter) report on progress in all schools.

RELATED SUBJECT

Sections e, f, d (in that order) provide a mechnaism for increasing the black percentage of central office staff and school principals.

AMERICAN MANAGEMENT ASSOCIATION

March 29, 1971

Prince George's County

Beliefs

We Believe That:

1. Every child, youth and adult is an individual of worth and dignity and is entitled to as thorough an education as his developing ability permits, regardless of background, characteristics or conditions of life.

2. The LEA should create a climate which will encourage every individual to take advantage of educational opportunities.

3. That each community's educational needs should be identified and met.

4. We have the responsibility to identify out-of-school problems which interfere with maximum growth and development of students and to see that these problems are directed to the appropriate agencies.

5. We should maintain close liaison cooperation with other agencies in order to resolve day-to-day conflicts and problems.

6. We should maintain close liaison with other public agencies to provide coordination and planning for meeting the educational needs of children, youth and adults in our developing county.

7. Within legal, moral and ethical constraints, self-direction is preferable to imposed direction.

8. A large percentage of learning takes place outside the formal school setting.

9. We have the responsibility to work with the home, students, agencies and other groups to establish educ. goals and to develop and improve educ'l programs.

10. Children, youth and adults become more knowledgeable and achieve understanding by associating with people from different ethnic, racial, philosophical, social and economic backgrounds.

11. It is the responsibility of the home, the school, the church, and other community organizations to provide opportunities for the development of moral and spiritual values among children and youth.

AMERICAN MANAGEMENT ASSOCIATION

March 30, 1971

PRINCE GEORGE's COUNTY

Beliefs, Continued

12. Grouping practices should reflect our belief in the dignity and worth of each individual and the school's responsibility for meeting the needs of all children - intellectually, physically, socially, and emotionally.

13. Teachers should be encouraged to express their individual creativity in instructing children and youth so that each learner experiences maximum education and personal growth.

14. The school has a responsibility to enhance positive interpersonal relationships.

15. We believe that the PGCES will be managed on a management-by-objectives basis.

16. There must be an ongoing evaluative process for the effectiveness and efficiency of the educational system.

17. Every child, youth and adult has a right to receive instruction from qualified teachers.

18. We must recognize and practice a commitment to equal promotional opportunities for all employees without regard to race, sex, religion or ethnic factors.

19. All personnel should be rewarded on the basis of performance.

20. A means should be developed for the continued education of a student who is not academically qualified or inclined.

21. There should be open and honest communication

22. To be effective the curriculum must be developed cooperatively by all persons involved in its fulfillment.

23. The classroom teacher is the key figure in the educational process of youth in both elemtary and secondary schools.

24. No single standard of achievement can be applied to every child since achievement is evidence of growth and the pattern of growth for the individual is unique.

25. The public school must face controversial issues frankly.

AMERICAN MANAGEMENT ASSOCIATION

March 30, 1971

PRINCE GEORGE'S COUNTY

Beliefs, Continued

26. We should apply resources with flexibility in order to meet the educational needs of local communities and schools.

27. There should be maximum community use of school facilities.

28. The cost of public education is the responsibility of all citizens.

29. The SEA is responsible for establishing and enforcing minimum educational standards throughout the State.

30. The Superintendent is responsible for ensuring that each organizational unit establishes objectives.

31. The schools are responsible for providing public education in accordance with the provisions established by the Board of Education.

32. Administrative decisions should be made at the lowest level where the necessary information can be made available.

33. Adequate staff development for all personnel is essential for the attainment of educational objectives.

34. Public education should accept the responsibility for developing ideals conducive to promoting an effective democratic form of government.

AMERICAN MANAGEMENT ASSOCIATION

March 29, 1971

PRINCE GEORGE'S COUNTY

Definitions

1. CURRICULUM

All those structured school experiences that influence what a student learns.

AMERICAN MANAGEMENT ASSOCIATION

March 29, 1971

PRINCE GEORGE'S COUNTY

Task Force Assignments

I.	Ecker	Purpose
	Feeney	Relationships with:
		- Other Government Agencies
	Felegy	- Students
	Shockly	- All other publics
II.	Ferguson	- Instructional Opportunity
		- Student Grouping
	Hassel	- Interpersonal relationships
	Hoover	
	Warr	
III.	Kiah	- Performance and Accountability
	Platt	- Institutional Relations
	Riecks	- Trends to be encouraged
IV.	Robertson	- Staff Certification
	Robinson	- Promotion Criteria
	Shiffman	- Ethical Standards

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AMERICAN MANAGEMENT ASSOCIATION

April 1, 1971

PRINCE GEORGE'S COUNTY

Suggested Areas To Continue To Reduce The $160.3 Budget To

Around $158 Million

Administration

Cut -

School Facilities Use Officer	$15,000
Electrical Inspector	9,000
Budget Analyst I	8,653
Clerical (2)	12,583
Account Clerk	5,480
Sub-Total	$50,716

Instruction

Cut -

30 Aides	$107,460
French Program	157,000
2 Tesol Teachers	17,000
150 Teachers (31 will not affect class size)	1,140,000
Coordinator of Music	17,500
3 Reading Teachers	24,000
EAT	75,000
Behavior Modificator	25,000
A.V. Equipment	
Elem.	15,000
Sec.	15,000
Special Education Elem	
6 teachers	43,050
4 floaters	28,700
5 resource	57,220
2 speech	18,942
20 aides	71,180
Special Education Sec.	
2 teachers	14,350
4 floaters	28,700
3 resource	31,212
5 aides	17,500
4 aides III	10,800
Sub-Total	$1,914,614

Pupil Services	
Cut -	
2 P.P.W.'s	$ 30,400
Sub-Total	$ 30,400
Transportation	
Cut -	
Eliminate free field trips	174,919
Eliminate free activity bus	174,919
Sub-Total	$349,838
School Plant Services	
Cut -	
Assistant Supervisor	$15,000
Sub-Total	$15,000
Maintanance of Plant	
Reduce -	
Painting	$50,000
Fencing	20,000
Misc. Alterations	30,000
Sub-Total	$100,000
TOTAL	$2,460,568

If these deductions are made, the budget total will be $157,868,504.

AMERICAN MANAGEMENT ASSOCIATION

April 1, 1971

PRINCE GEORGE'S COUNTY

Additional Regular Teaching Positions Included In FY 1972

$160.3 Million Budget

Elementary Teachers — FY 1971 there are 2,810 classroom teachers. This computes to 29.8 students per classroom based on 83.821 student enrollment - grades 1 - 6.

Based on 86,000 students to keep the pupil-teacher ratio at 30, an additional 57 teachers are needed.

There are 86 additional positions in the $160.3 budget. Thus, 29 teachers can be out and not affect class size - this will result in a decrease of = $220,400

To increase class size to 31, the total number of teachers would be 2,774, or, 93 teachers less _____ = $706,800

If class size is increased to 32, an additional 86 teachers can be cut, or _____ = $653,600.

Secondary Teachers — In FY 1971, there are 2,984 regular secondary teachers and 64,306 students; this computes to a ratio of 21.55.

To maintain the 21.55 class size, and based on 68,000 students, 3,156 teachers will be needed in FY 1972, or an increase of 172 teachers. The budget now includes 174 teachers, thus, 2 teachers can be cut and the class size will not be increased, this reducing = $15,200; if the class size is increased by 1, an additional reduction of 140 teachers can be made or a reduction of = $1,064,000.

If class size is increased to 23.55, an additional reduction of 128 teachers or = $972,800.

March 31, 1971

MISSION	KEY RESULTS (Activities)	Standards of Performance
To ensure that children will be able to cope with life by teaching them the cognitive and affective skills and bodies of knowledge necessary	1. Student Achievement 2. Appropriate Learning Experience 3. Planning 4. Efficient Resource Use 5. Personnel Development 6. Managerial Development	1. } Actual Student Achievement 2. } 3. Existence of Planning Process 4. Cost-Benefit Ratios 5. Etc. 6. Management Training Program and Identified Managers.

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2.0

AMERICAN MANAGEMENT ASSOCIATION

March 31, 1971

PRINCE GEORGE'S COUNTY

In the County Executive's discussion of the Board of Education'a FY 1972 $160.3 M budget, he stated that the county would support a budget of only $146.4 million with the present tax structure or $151.4 million if additional revenue was approved by the legislators. The FY 1971 budget totals $137.9 plus $2.5 million in special federal funds for a total of $140.4 million.

The press release outlined a number of areas that might have to be curtailed or even eliminated if the budget was reduced to $146.4 or $151.4.

Costs for these areas are as follows:

I.	Additional personnel		
	A. Teachers - regular		
	Elem	86	$ 653,600
	Sec.	174	1,333,400
	B. Aides - Elem	30	107,406
	C. Special Education Teachers		
	Elem	50	432,937
	Sec.	33	261,567
	D. Special Education Aides		
	Elem	30	114,243
	Sec.	18	61,193
	E. Central Office Administrators		428,376
	F. Custodial Personnel		183,811
	G. Security Personnel		47,490
	H. Maintenance Personnel		251,467

II. Increase class size

Elem. -- 30 per class - 86,000 students = 2,867 teachers - 31 per class. 2,774 teachers thus save 93 teachers to increase class size by 1 = $706,800

Sec. -- 26 per class - 68,000 students = 2,616 teachers. 27 per class equals 2,519 per class, thus save 97 teachers to increase class size by 1 = $737,200

III. Eliminate elementary foreign language $157,000

IV. Eliminate free field trips and activity bus $349,838

V. No funcing of extra curricular activities and extra pay for extra duty $499,721

VI. Eliminate music program

Elementary

Instrumental $458,954

Vocal $2,012,813

Secondary

Instrumental $747,725

Vocal $973,757

VII. Eliminate elementary P.E. program $2,054,748

VIII. Eliminate art program

Elementary $295,938

Secondary $1,444,477

IX Extend walking distance of elementary students from 1 to 1.5 miles $100,000

X. Require standees on bus $50,000

XI.	Make cafeteria entirely self-supporting except for free lunches	$528,750
XII.	No cost of living increase	$6,800,000
XIII.	Reduce cost of living increase to 5%	
	Classified	$1,000,000
	Professional	$450,000
XIV.	No improvement in fringe benefits	
	Health insurance	$300,000
	Life insurance	$200,000
XV.	No elementary summer school	$213,452
XVI.	No increase in special education	
	Elementary	$563,000
	Secondary	$413,000
XVII.	Curtail maintenance services	
	Fencing, pa nting, lockers, playground surfacing, driveway surfacing, grounds improvement, etc.	$100,000
XVIII.	Delay opening of 7 new schools. Do not open entire year:	
	Principals	
	Elementary	$100,250
	Secondary	$40,000
	Librarians	
	Elementary	$36,000
	Secondary	$20,000
	Secretaries (8)	$36,000

24 specialized	
teachers	$182,400
custodians	$131,000
TOTAL FOR CLOSING ENTIRE YEAR	$545,650

March 31, 1971

PRINCE GEORGE'S COUNTY

1. There is no "line and staff" relationship between supervisors and principals. They must work together as a team.

2. The principal as the educational leader of the local school is responsible for implementing the curriculum. He has the opportunity and responsibility to modify this curriculum within the designated framework and guidelines in order to meet the needs of his staff and pupils.

3. The supervisors, general and special, act as consultants, innovators, and catalysts in implementing the educational program. Each supervisor has another charge. If he feels that the educational program is not meeting the needs of the students or is not consistent with the county policy, he has a responsibility to meet with the local administrator and staff and straighten out the problem. If the differences cannot be resolved, the conflict should be referred to the Coordinating Director of Instruction and if necessary, eventually to the Assistant Superintendent of Instruction and Pupil Services.

4. If the school team composed of central staff and school personnel conclude that the local school's curriculum should be modified, three approaches are available (see Superintendent's memo #40-71):

   a. program modification
   b. pilot programs
   c. research projects

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AMERICAN MANAGEMENT ASSOCIATION

March 31, 1971

PRINCE GEORGE'S COUNTY

TITLE: Superintendent of Schools

My Supervisor: Board of Education

	Responsibilities
	Chief Executive Officer
	Secretary Treasurer, Board of Education
P&C	Recommend policies to Board
P&C	Execute policies of Board
P&C	Execute law and policies - State
P, C, & O	Interpret Board policies to staff, public, students
O	Structure school system organization
P	Identify and execute goals of education
P	Identify fiscal needs to County, State and National authorities
P	Define requirements for annual budget
P	Within policy & budgetary & legal constraints, provide facilities resoureces, programs & personnel for carrying out mission of PGCPSS
O	Devise (& report) means to evaluate attainment of goals Results Program personnel
O	Provide for staff & program development

Authority

All authority defined and limited by legal, policy, moral and ethical

Relationships

To Board: Advisor, interpreter, executor, evaluator

To Staff: Chief Executive Officer, advisor, advisee, final authority

To Students: Representative of student needs, problems, aspirations - to Board, staff, public

To public: Communicator, Chief school officer, final administrative appeal, interpreter

Authority

Board: Policy: #3
Public issues/sensitive issues: #2
Administration: #1

Executive function:

As a matter of practice, to seek to inform prior to actions which logically require information.

Normal operation: #1

TITLE: Superintendent of Schools (Cont'd)

	Responsibilities	Authority	Relationships
O	Employ qualified personnel		
O	Select, develop, evaluate & terminate top management personnel		
P	Develop procedures for identifying problems, barriers to execution of the mission, and provide process for change.		
	Interpret educational needs of students to Board, Legislators, staff and the public		

People Supervised

Assistant Superintendents (5)
Deputy Superintendent (1)
Director - Management (1)
Administrative Assistant (1)
Secretaries (3)

AMERICAN MANAGEMENT ASSOCIATION

March 31, 1971

PRINCE GEORGE'S COUNTY

Assistant Superintendent for Instruction and Pupil Services

Report to - Superintendent

Responsibility -

Coordinate the development of and supervision of:

- Instructional programs
- Curriculum
- In-service and staff development
- Pupil services programs
- Instructional communications (media)

Develop budget for Division

Represent Division of:

- Advisory council on instruction
- Superintendent's Executive Committee
- Building committee
- Board of Education meetings
- Other local, state and national assignments

Supervise Department Heads, Administrative Assistant, and drug coordinator

Member, Pupil Transfer Committee (Rep. of Supt.)

Correspondence, telephone calls (which cannot be handled by secretaries and Admin. Ass't.)

Public Relations for Division

Degrees of Authority

a. No need to inform
b. Inform, prior to act
c. Inform AND secure permission, prior to act

AUTHORITY

1. Development phase:

Generally (b) and (c). Instructional programs, Curriculum Development and staff development are prime examples

2. Supervision phase:

   Generally (a)

3. Budget (c) for approval ((a) - for development)

4. Represent Division - (b) and (c)

5. Supervise immediate staff (a)

6. Transfer committee (a) - (but keep Supt. informed concerning "critical cases" and trends)

7. Correspondence, telephone and public relations - generally (a) - sometimes (b) - rare occasions (c)

People Supervised:

- Coordinating Director of Instruction
- Director of Pupil Services
- Director of Instructional Communications

  (Supervisor of A.V. Education
  Supervisor of Library Services
  Supervisor of Materials Evaluation)

- Administrative Assistant
- Coordinator of Drug Education
- Secretary

Relationships with other people:

1. Cooperate with and inform other Ass't. Supts. (co-equal) -- can recommend change

2. Report to Supt. -- Can recommend change

3. Work with immediate Division staff -- Can compel change

4. Confer with principals and supervisors - Can compel change*

5. With Board of Ed. - work through Supt. -- to recommend change

6. With teachers - work through principals

* Generally working through Directors

AMERICAN MANAGEMENT ASSOCIATION

Working Paper
January 8, 1971

EXECUTIVE STAFF, STATE OF MARYLAND

Functions or Activities

- State Aid

- Regulatory

-- Accredidation
-- Certification
-- Facilities Plan Approval
-- Interpretation

- Instructional Leadership

- Public Library Leadership

- Vocational Rehabilitation (disability determination) (services to blind)

- ITV

- Administration of Federal Programs

- High School Equivalency

- Supporting Services

- Legislative Programs and Liaison

- Statistical and Information Services

- Research and Evaluation

- Personnel - Staffing Development

- Planning

- Policy Formulation

- Image

AMERICAN MANAGEMENT ASSOCIATION

November 10, 1970 - p.m.

EXECUTIVE STAFF, STATE OF MARYLAND

Key Results

1. Economic self-sufficiency
2. Command of learning skills
3. Fundamental knowledge
4. Critical processes
5. Worthy use of leisure
6. Worthy home-family membership
7. Contributing members of society
8. Continuing self-development
9. Self-respect and rights of others
10. Healthful living

AMERICAN MANAGEMENT ASSOCIATION

April 1, 1971

PRINCE GEORGE'S COUNTY

Opportunities

1. Quality of facilities.
2. Quantity (and quality) of instructional materials.
3. Most instructional departments well staffed.
4. Supply of qualified teacher applicants in most fields.
5. Proximity to institutions of higher education, governmental agencies, cultural resources.
6. Positive attitude of staff.
7. Geographical location - climate, recreational.
8. Good salary schedules.
9. Progress in desegregation.
10. Board and staff's positive action in community involvement.
11. Recognized for leadership in several educational programs by state and nation.
12. Strong professional association (organization).
13. Developing public relations program.
14. Countywide school system.
15. Established free K-12 system.

AMERICAN MANAGEMENT ASSOCIATION

April 1, 1971

PRINCE GEORGE'S COUNTY

Weaknesses

1. Need for policies (written)
2. Need for procedures (written)
3. Centralization
4. Communications (internal and external)
5. Role definitions (P.D.'s)
6. Coordination of effort
7. Money
8. Staff development
9. Facilities
10. C.O.S. (size) too small
11. Changing population (transiency, growth, Diversity)
12. Urbanization
13. Board of Education - turnover, Bd. support dispite split votes, P.D.
14. Diagnostic procedures
15. Drop-outs and "cop"-outs
16. Evaluation procedures
17. Dead-end 'Charlies'
18. Threat of change
19. Career development curriculum
20. Tap noneducation resources
21. Pre-service education
22. Public transportation
23. Coordination of and type of economic level and all county resources

Weaknesses, Continued

24. Public understanding of goals of education
25. Utilization of buildings
26. Planning time for all staffs
27. Referral resources for exceptional kids
28. Goal clarification
29. Input to legislation
30. Cultural facilities in co.
31. Male teachers
32. Guidance in elementary and secondary schools
33. Reports and paperwork, paperwork
34. Teacher tenure; transfers and turnover
35. Curriculum (esp. reading and for gifted)
36. Student discipline
37. Generation gaps (sensitivity to current student needs)
38. Personnel selection
39. Custodial services and plant maintenance
40. Lack of mgt. planning process

AMERICAN MANAGEMENT ASSOCIATION

April 1, 1971

PRINCE GEORGE'S COUNTY

Key Result Areas

1. Student Achievement:

   a. Ability to adapt to change
   b. Ability to transfer learning from one experience to another
   c. Positive self-concept
   d. Broad background of knowledge, skills, and understandings
   e. Responsible citizenship

      1. Respecting rights of others to have values
      2. Capacity to determine one's own values
      3. Commitment to worth and dignity of other people

   f. Ability to evaluate consequences of action and willingness to accept those consequences
   g. Appreciation of concern for and motivation to prevent deterioration of natural surroundings
   h. Physical and mental health
   i. Career development and economic self-sufficiency
   j. Worthy use of leisure time

2. Needs identification

3. Evaluate effectiveness of means vis-a-vis results

4. Program Development (R&D)

5. Instruction

6. Personnel Development

7. Resource Acquisition

8. Development of climate of support

AMERICAN MANAGEMENT ASSOCIATION

April 1, 1971

PRINCE GEORGE'S COUNTY

Title: Assistant Superintendent

Your Supervisor: Superintendent of Schools

Responsibilities:

(Responsibilities)	(Authority)	(People) (Supervised)	(Relationships)
1. Handle complaints from parents, principals, students, etc.	1	Adm. Asst.	All Central Staff All Principals
2. Handle student disruptions	1	Adm. Asst. All Principals	Pupil Services
3. Provide adm. leadership for pupil acctng.	2&3	Supt. Pupil Acctng.	All Principals
4. Provide adm. leadership for office of population analysis	2&3	Supt. Popln. Analysis	P.G. Planning Office, Park & Plng., Housing Dev., Apt. Mgrs., etc.
5. Provide adm. leadership for office of interscholastic athletics	1&3	Supv. Interscholastictic athletics, Sec. Prins.	
6. Provide asm. leadership for office of security	2&3	Chief of Security Services	All Prins, Trans. Dept., Maint. Dept. Lcl, St, Cty Police
7. Provide leadership for office of student concerns	2&3	Adm. Asst. for Student Concerns	Sec. Principals
8. Provide for evaluation of teachers	1	All Principals	Certain teachers PGCEA
9. Initiate action against unsatisfactory teachers	1&3	All Principals	Certain teachers Bd. of Ed. PGCEA Atty. for Bd.

AMERICAN MANAGEMENT ASSOCIATION

April 1, 1971

PRINCE GEORGE'S COUNTY

Title: Principal

Supervisor: Superintendent of Schools

Responsibilities	Authority	Relationships
1. Selecting Staff	3	Personnel
2. Developing Staff	1	Teachers Supervisors
3. Prepare Master Schedule	1	Teachers
4. Determining Instructional Program	3	State Ed. Dept. Teachers Supervisors Board of Ed.
5. Observe Classroom Teachers	1	Teachers Supervisors
6. Initiate Planning for New Instructional Programs	1	Teachers Supervisors
7. Interpret School Programs for Community - Prepare Newsletter, News Releases, Speaking to Organizations	1	Parents Lay Public
8. Evaluate Staff Performance	1	Teachers and Non-Professional Staff
9. Procure Instructional Materials and Equipment	3	Teachers Supervisors Purchasing Office Ass't. Supt.
10. Initiate Termination of Staff	3	Teachers Ass't. Supt. Board of Education
11. Preside at Faculty Meetings	1	Teachers

Responsibilities	Authority	Relationships
12. Coordinate Student Activities - Prepare School Calendar	1	Teachers Students
13. Meet with Students	1	Students
14. Counsel Staff Members	1	Staff
15. Evaluate School Program	1	Students Teachers Supervisors
16. Meet with P.T.S.A. and Parent Groups	1	Parents Teachers Students
17. Provide for Operation of School Offices	1	Secretaries
18. Provide for Accounting and Auditing of All Funds	1	Bookkeeper (Secretary)
19. Provide for Student Accounting	1	Teachers
20. Attend Professional Meetings, Conferences	1	Principals Supervisors Sup't. Ass't. Sup't.
21. Planning with Staff - Objectives	1	Teachers

People Supervised: Vice Principals, Teachers, Secretaries, Cafeteria Personnel, Custodians, Bus Drivers

AMERICAN MANAGEMENT ASSOCIATION

April 1, 1971

PRINCE GEORGE'S COUNTY

Title: COORDINATING DIRECTOR OF INSTRUCTION

Supervisor: Assistant Superintendent of Instruction & Pupil Services

Responsibilities:

(Responsibilities)	(Authority)	(Relationship)
1. Assisting in the preparation & mgt. of budget for Dis.	3	Asst. Supt. of Instr. & P.S. offices, local school adms., Central office personnel
2. Directing activities of 9 offices within Dis. (acting Dir. of S.E., Coordinator of Supervisors)	1 (2,3?)	Dept. chairmen of Dis. S.E. staff All Supervisors
3. Coordinating staff meeting within Dis.	1	Dept. charimen of Dis.
4. Interacting effectively with the 2 other depts. within Division	1 (2&3)	Asst. Supt. of Instr. & P.S. Director of P.S.
5. Participating in meetings of the Supt. Advisory Council on Instr.	1	Other members of Council
6. Participating in meetings of the Instructional Council	1	Other members of Council
7. Coordinating appropriate pilot seminars, workshops and courses for professionals, para-professionals, pupils & community groups	1 (2&3)	Approp. participants teachers, supervisors, adms, para-profs., parents, pupils, community groups
8. Develop effective communication & programs with PTA, EAT, model cities, volunteers & other community groups	1 (2&3)	(same as above)
9. Handling correspondence and telephone calls for matters relating to instruction	1 (2&3)	Approp. participants
10. Representing the PGC Schools in a variety of meetings & speaking engagements	1 (2&3)	Approp. participants

COORDINATING DIRECTOR OF INSTRUCTION Page 2

(Responsibilities)	(Authority)	(Relationship)
11. Assist in the development of proposals for state & federal funding concerning instruction	1 (2&3)	McKinney Professionals Administrators Assistant Superintendent
12. Sign approp. forms and requisitions	1	

People Supervised:

See organizational chart (department of instruction (Dis)

AMERICAN MANAGEMENT ASSOCIATION

April 1, 1971

PRINCE GEORGE'S COUNTY

Title: Director of Management & Development

Supervisor: Superintendent of Schools

Responsibility	Authority	Relationship
1. Develop planning policy & process	Inform & App.	Exec. Comm, Mgt. Analyst
2. Advise staff on proc.	Own	Staff, Mgt. Analyst
3. Advise staff on org.	"	Staff, Mgt. Analyst
4. Chair Facilities Committee	"	Comm, Staff, Agencies
5. Own budget	"	Subordinates, Budget Office, Als. Bus.
6. Crises Assignments	Inform & App.	Staff & public
7. Public Information	Inf. * own	Info. Office, Staff & Public
8. County goals comm	Own	Agencies, Staff & Public
9. County CIP Rev. Comm.	Own	Agencies
10. Data Processing	Own	Data Proc. Office & Staff
11. Human Relations	Inf. & Own	HRO, Staff & Public
12. Publications	" "	Pub. Office, Staff & Public
13. Participate Board Meetings	Inform	Board, Staff, Public
14. Policy Review	Own	Staff, Mgt Analyst, Int. Aud.
15. Internal	Own	Staff, Prin. Int. Audo
16 Coord. 2 Fed. Programs	Own	HRO, Proj. Offs., Staff

Director of Management & Development, Continued

Responsibility	Authority	Relationship
17. Attend 5,632 meetings on 336 standing committees and ad HOC subjects too numerous to tabulate		

People:

Mgt. Analyst
Internal Audit
Sup. Data Proc.
Secretary
Information Office
Publicity Office
Human Relations Office

AMERICAN MANAGEMENT ASSOCIATION

April 1, 1971

PRINCE GEORGE'S COUNTY

Title: Principal

Supervisor: Superintendent

Personnel Supervised: 1 Ass't. Principal
35 Teachers
12 Classified Personnel

Responsibilities	Authority	Relationships
1. Develop with staff the objectives and plans of school's program within management by objectives constraints (planning).	1 (2-3)	Collaborative with staff and consultants
2. Develop with subordinates their objectives, responsibilities, and authority (organizing).	1	Supervisory - collaborative with staff
3. Selection of staff.	3	Collaborative with Personnel Dept.
4. Development of staff.	1	Collaborative with Div. of Instruction
5. Implement appraisal/evaluation of program and personnel.	1	Supervisory - collaborative with staff
6. Acquire material resources of the school and its program.	3	Collaborative with C.O.S. with local staff
7. Allocate resources of the school and programs.	1	Collaborative with staff
8. Coordinate responsibilities/ functions of staff.	1	Collaborative with staff
9. Contribute planning input at overlapping levels in system.	3 (2)	Collaborative with C.O.S.
10. Interpret school & program to public(s).	1-2-3	Collaborative with C.O.S.
11. Comply with administrative needs of system (reports, etc.)	1	Subordinate to C.O.S.

AMERICAN MANAGEMENT ASSOCIATION

April 1, 1971

PRINCE GEORGE'S COUNTY

Title: Principal

Supervisor: Superintendent of Schools

Responsibilities	Authority	Relationship
1. To have conferences	1 & 2	Parents, Teachers, Pupils, Federal Officials, State Officials, Central Office Personnel, Other Groups & Individuals
2. To provide the instructional climate	1,2 &/or 3	Teachers, Supervisors and other central of personnel, Parents, Teachers, Pupils
3. To plan and develop an educational program	1 & 2	Teachers, Pupils, Supervisors, Asst. Superintendent
4. To plan to supervise program for facilitating and coordinating all pupil activities, administration, accounting, etc.	1	Staff (local)
5. To plan and supervise activities related to the provesion and the maintenance of the physical plant, equipment, purchases, and supplies directly or indirectly related to the educational program	1	Staff Central Office
6. To foster desirable community relations	1 &/or 2	Parents and interested groups
7. Miscellaneous duties & responsibilities e.g. a. adm. meetings b. community assignments c. Special & regular reports d. etc.	1	Staff Teachers Pupils Parents

People Supervised:

1. Vice Principal
2. Curriculum Coordinator
3. Counselors
4. Librarian

Principal

People Supervised, Continued

5. Teachers
6. Teacher Aides
7. Parent - Helper
8. Supporting Services

    a. Cafeteria
    b. Health
    c. Night Watchman
    d. Custodial
    e. Clerical
    f. Transportation

9. Students

Relationships with other people

1. Involvement - Totally
2. Cooperatively

AMERICAN MANAGEMENT ASSOCIATION

April 1, 1971

PRINCE GEORGE'S COUNTY

Title: Administrative Assistant

Responsibilities	Authroity	Relationships
1. Assist in preparation of Bd. agenda	3	Supt, Staff & Public
2. Carry out de-briefing of Bd. (agenda) meetings and circulate to exec. staff	3	Supt, & Staff
3. Represent supt. at various meetings	2	Staff & Public
4. Talk with individuals & groups who have concerns that they wish to relate to the office of Supt.	1,2 sometimes 3	Public
5. Chairman of Supt's Planning Committee for inservice of principals and supervisors	2	Principals and supervisors
6. Answer correspondence for Supt.	2	Public
7. Prepare exec. council agenda	1&2	Staff
8. Read daily mail and circulate to appropriate depts.	1&2	Staff
9. Carry out various assignments at direction of Supt., i.e., chairman of: Boy Scouts	2	Prof. members of our system and the public
10. Chairman of task force	2	"
11. Chairman of Comm.	2	"

AMERICAN MANAGEMENT ASSOCIATION

April 1, 1971

PRINCE GEORGE'S COUNTY

Title: Management Analyst

Supervisor: Director Mgt. and Development Office

Responsibility	Authority
1. Prepare & maintain organization manual (clear lines of responsibility) Relations with other people Mandatory consultation with Asst. Supts.	3
2. Ensure that all major policy decisions are published; that procedures manuals are not in conflict with approved policies; that contents of manuals adequately provide guidance for the efficient operation of the school system. Relationship Mandatory consultation & discussion with Heads of organizational units involved	2&3
3. Recommend resolutions to interdepartmental conflicts at lowest level Relationship Mandatory consultation with personnel involved	3
4. Develop and monitor records mgt. system Relationship Coordinate with approp. offices	1,2,3

AMERICAN MANAGEMENT ASSOCIATION

April 1, 1971

PRINCE GEORGE'S COUNTY

Title: Assistant Superintendent for Business, Supply and Facilities

Supervisor: Supt. of Schools

People Supervised:

1. Director of Construction
2. Supervisor of Finance
3. Supervisor of Purchasing & Supply
4. Supervisor of Federal Programs
5. Print Shot Manager
6. Budget Officer

	Responsibility	Authority	Relationship
1.	Receipt & disbursement	1	Finance
2.	Accounting for all funds	1	Finance
3.	Prepare & analyze budget	3	Staff
4.	Execute approved budget	1	Staff
5.	Prepare CIP budget	3	Staff
6.	Purchasing of all items	1	Purchasing
7.	Supply items when needed	1	Supply
8.	Account for all assets	1	Finance
9.	Provide for the timely construction of facilities	3	Staff, State Dept.
10.	Acquisition of school sites	3	Staff, State Dept.
11.	Payment of all personnel	1	Finance
12.	Consult with local, state & national agencies to secure adequate financing	1	Local, State, Federal
13.	Supply appropriate financial information to Supt. & Account Managers	1	Staff

AMERICAN MANAGEMENT ASSOCIATION

April 1, 1971

PRINCE GEORGE'S COUNTY

Title: Assistant Superintendent - Personnel

Supervisor: Superintendent of Schools

People Supervised:

1. Director of Personnel
2. Supervisor of Classified Personnel
3. Employment Services Officer

Responsibility	Authority	Relationship
1. Control & Direct:		
Professional employees - recruitment, induction, assignment	1	Colleges, educ. institutions
Placement, related functions	1	Principals
Adm. salary scale	1	Payroll, Data Proc.
Initial Certification, Certification renewal	1	State Dept.
	1	Asst. Supts, Principal
Leave	1,2,3	Supt, Bd. of Ed.
Transfer	3	Bds. of Ed, Supt of Schools
Promotions	3	" " "
2. Negotiations with prof. employees' organization		
Chief negotiator for Bd. of Ed.	2&3	Supt. of Schools, Bd. of Ed.
Interpretation of Neg. Agreement	1	Bd. Atty., PGCEA
Resolve grievances or complaints resulting from Bd. policy or Neg. Agreement	1	" "
3. Control & Direct:		
Classified employees	1	Supt. of Schools
Recruitment, employment & classification		
Employee relations	1	Local 400, ACE
4. Employment Services Office	1	Gr. Health, Ins. Cos.
Health, Life Ins, Workmens Comp, Fringe Benefits, Retirement	3	Supt. & Bd. of Ed.

AMERICAN MANAGEMENT ASSOCIATION

April 2, 1971

PRINCE GEORGE'S COUNTY

Title: Director of Pupil Services

Supervisor: Assistant Superintendent Instruction and Pupil Services

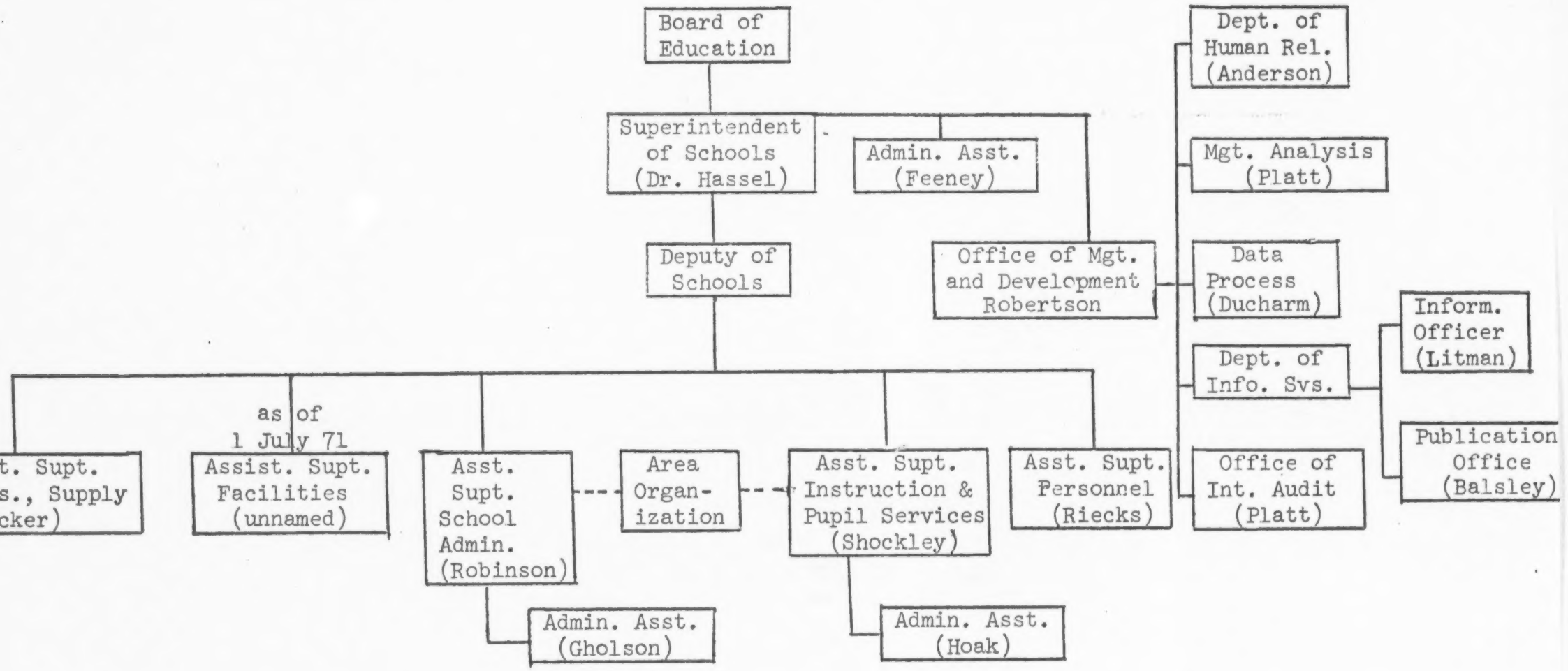
Responsibilities	Authority	Relationship
1. Direct & coordinate the provision of guidance & counseling, health, psychological, & pupil personnel services	1 (2) 3	Asst, Supt, I. & P.S.; Asst. Supt. of Admin; School Prins; Dir.of Instr; Supervisors of P. Services, Central Office Personnel
2. Develop budget for P. Services	1	Asst. Supt, Instr. & P.S.; Supervisors of P.Services
3. Manage Pupil Services Centers	1 (2)	Admin Assts for Pupil Services Centers; Asst. Supt., I&PS; Asst Supt for Finance; Asst Supt for Supporting Services
4. Long-range staff planning	1	Supervisors of Pupil Services Offices; Asst Supt I & PS
5. Staff development	1,2,(3)	Supervisors of P.S. Offices; School Principals; Asst Supt of Personnel; Asst Supt I & PS
6. Develop guidelines for implementing programs	2&3	Asst Supts; Dir. of Instr; Central staff; P.S. staff, Prins
7. Coordinate services with community agencies	1,2,3	P.S. staff; Heads of community agencies; Asst. Supt I & PS
8. Continuous evaluation of services provided	1&2	P.S. staff; Prins; Asst. Supt I & P S
9. Public relations activities	1	P.S. staff
10. Coordinate Pupil Services Programs with instruction & all other areas of school system	1,2,3	Asst Supt I & P S; Dir Instr; P.S. staff; Instr Supv; Prins
11. Develop proposals for federal & state funding of P. Service Programs	1,2,3	P.S. staff; prins; Asst Supt I & P S

Director of Pupil Services, Continued

Responsibility	Authority	Relationship
12. Process correspondence, reports, & phone calls concerning Dept. P Services	1	P.S. Staff; Clerical Staff
13. Represent P.G.C at MSDE P.Services meetings & other meetings - local state & national	1	State P.S. Staff; Others
14. Recommend changes in policy concerning Pupil Services & other considerations	1	P.S. Staff; Asst Supt PS&I; Principals
15. Direct the process of student transfers & maintenance of St. records	1,2,3	TEC; Supt; Coord; Prins; PPW's

People Supervised:

1. Supervisors of Guidance
2. Health
3. Psychology
4. Pupil Personnel
5. Coordinator of Student Transfers and Records
6. Administrators Assistants for P.S. Centers
7. Clerical


Board of Education
Superintendent of Schools (Dr. Hassel)
Admin. Asst. (Feeney)
Deputy of Schools
Office of Mgt. and Development Robertson
Dept. of Human Rel. (Anderson)
Mgt. Analysis (Platt)
Data Process (Ducharm)
Dept. of Info. Svs.
Inform. Officer (Litman)
Publication Office (Balsley)
Office of Int. Audit (Platt)
Asst. Supt. for Bus., Supply (Ecker)
as of 1 July 71
Assist. Supt. Facilities (unnamed)
Asst. Supt. School Admin. (Robinson)
Area Organ-ization
Admin. Asst. (Gholson)
Asst. Supt. Instruction & Pupil Services (Shockley)
Admin. Asst. (Hoak)
Asst. Supt. Personnel (Riecks)

AMERICAN MANAGEMENT ASSOCIATION

April 1, 1971

PRINCE GEORGE'S COUNTY

Authority

1. No need to inform
2. Inform prior to action
3. Inform and secure approval prior to action

AMERICAN MANAGEMENT ASSOCIATION

May 27, 1971 - p.m.

PRINCE GEORGE'S COUNTY

Recap - Assumptions About Environment

I. Covered by: W-11, W-12.

II. Covered by: W-11, W-12

III. Covered in part by: W-9, W-25, O-10

III. 1. Add C.O. W
Add S.O. W-1

IV. Covered by: W-4, 6, 8, 9, 10, 11, 13, 14, 15, 16, 17, 19, 24, 25, 26, 28, 29, 32, 37, 39, 40,
O-1, 2, 3, 4, 6, 8, 9, 10, 12, 13

V. Covered by: W-2, 7, 10, 16, 29, 33-40
O-5, 6, 9

VI. Covered by: W-2, 7, 10, 16, 29, 33, 40, 13
O-5, 6, 9

VII. Covered by: W-1, 2, 3, 4, 7, 10, 13
O-5, 7, 11, 10, 13

VIII. Covered by: W-9, 19, 31, 34
O-4, 6, 8, 11, 14

IX. Covered by: W-4, 6, 7, 8, 9, 10, 11, 12, 18, 19, 20, 38
O-9, 10, 13, 15

X. Covered by: W-4, 8, 16, 18, 20, 21, 34, 38
O-4, 14

AMERICAN MANAGEMENT ASSOCIATION

May 27, 1971 - p.m.

PRINCE GEORGE'S COUNTY

Re Environmental Assumption III-1

Add C.O. W: To broaden public school activities to provide for a forum for discussion of the human problems of the local community.

Viz: Non discrimination
Housing
Employment
Ecology
Leisure time use
Health
Welfare, etc.

Add S.O. W-1:

By July 1972 provide policy guidance to staff and Principals relative to their increasing role in the human problems of the local community.

AMERICAN MANAGEMENT ASSOCIATION

May 27, 1971 - p.m.

PRINCE GEORGE'S COUNTY

Re Environmental Assumption III-1

VOIDS

3-4 year old kids

PGCPS

Polluting acts
Handicapped

AMERICAN MANAGEMENT ASSOCIATION

May 24, 1971
a.m.

Prince George's County

External Analysis

Publics

1. Professional Staff
2. Student Body
3. Business and Service Groups
4. Parents with Special Interests
5. General Electorate
6. Governmental and Political
7. Social Critics
8. Educational Theoreticians

AMERICAN MANAGEMENT ASSOCIATION

May 24, 1971
p.m.

Prince George's County

External Analysis

Assumptions about Environmental Factors

I. Population -

1. Will continue to grow
2. Minority proportions will continue to increase
3. Due to financial constraints, sewerage limitations and a new area limitations on development, the time and place of growth is less predictable than in the past.
4. Growth rate will decline for some time to come with a probable upswing when current wave of marriages produces offspring.
5. Racial residential patterns will be altered.

II. Population Mobility -

1. Population in the Washington Metropolitan area will continue to be subject to transient peaks and valleys due to Federal (including military) activity.
2. People (usually of lower socio-economic status and minority groups) with larger families will continue to move into the relatively low-cost housing on the periphery of the District of Columbia as families from that housing move upward economically and farther out from the city, and middle-income residents will move to the other areas beyond the Beltway.
3. Rural areas will shrink in size as suburbia pushes out from the city.

III. Social -

1. Schools will more and more become the focal point of and be involved in community problems relating to non-discrimination, housing, employment, ecology, use of leisure time, health, welfare and other human problems.
2. Citizens, staff and students will demand an increasing voice in educational decision-making.
3. A social revolution involving race, police relations, and all areas of human relations will take place in the county.

IV. Public Attitudes -

1. There is and will continue to be an increasing lack of public confidence in the educational system unless something is done to reverse the trend.
2. The public expects to be informed and will demand measurable accountability of all facets of the school system including classroom results.
3. The public will expect better preparation of children and youth for higher education, vocation and avocation.
4. There will be an increasing number of pressure groups to further special interests, to block change, or to fight cost increases.

Assumptions - page 2

5. The continuing desegregation of schools will be a controversial issue in the community.

6. There will be great public demand for more and quicker responsiveness to local problems.

V. Federal Influence -

1. More of the Federal financial contribution will be alloted to States for distribution to LEA's. There will be increased surveillance by Federal and State agencies relative to planning, execution, accounting and accountability.

2. The national economy will keep pace with the population growth.

3. There will be increasing pressure from the Federal government for desegregation and efficient resource use, both within the County and within the D.C. Metropolitan area.

VI. State Influence -

1. The State will assume a greater share of the cost of education with increasing surveillance relative to planning, execution, accounting, and accountability.

2. The State will continue to assure greater and more direct responsibility for policy and operational decisions now the prerogative of the local Board of Education.

3. The economy of the State will remain healthy and keep pace with population growth.

VII. County Government Influence -

1. There will be efforts to make the Public School System a department of the County government.

2. The County will make progress in attracting industry and creating population growth.

3. Special interest groups will increasingly use the governmental political route in attempts to serve their purposes within the Public School System.

4. The County government will play a greater role in influencing educational policy and programs.

VIII. 1. Opportunities will keep pace with demand.

2. New kinds of jobs will appear.

3. Many present jobs will diminish or disappear.

4. Service oriented jobs opportunities will multiply.

5. Demands for educational preparation for present and new kinds of jobs will increase.

6. Supply of teachers will continue to be generally adequate with possibilities of specific shortages.

IX. Education -

1. There will be greater demands for career oriented/development education, on a K thru adult education basis.

2. There will be greater demand for adult education curricula to provide retraining from obsolescent job fields, advancing skills and leisure time use. Close liasion with industry, commerce and community will be required to develop these evolving programs.

3. Technology, techniques and equipment for education will develop faster than they can be assimilated even in new facilities. Money for capital investment will not keep pace. The ability to update older schools will be at an even slower rate. The time, expense and use of these technologies and devices will proliferate.

4. There will be increased demand for the utilization of personnel in positions which have been traditionally reserved for personnel trained as teachers.

5. The educational process will become interwoven with social problems and interpersonal relationships.

6. The public schools will be expected to provide educational services outside of the normal school setting to reach individuals and communities both within and outside of normal school hours.

X. Personnel -

1. Professional and non-professional employees will become better organized and more demanding. State wide negotiations can be expected. Competing negotiating units can be expected to be recognized. Separate bargaining units can be expected for administrative and supervisory personnel.

2. Professional staff can be expected to press for: more and more pay and less and less peripheral duties; provision of para-professional assistance; year-round employment and benefits; remuneration for all expenses of maintaining professional competence or retraining.

3. Employees will demand a greater voice in management and operating decisions.

4. There will be a growing need for varied staff development on all levels as we face a changing society.

AMERICAN MANAGEMENT ASSOCIATION

REVISION II
May 27, 1971 - p.m.

PRINCE GEORGE'S COUNTY

Continuing Objectives

A. Students will evidence, over a period of time and above a minimum to be defined, increasing:

1. Meaningful application of knowledge and skills.

2. Ability to adapt to and manage change.

3. Application of insight gained in one experience to other experiences.

4. Expressions of respect for self and others.

5. Determination of their own values, and acknowledging and respecting the right of others to do the same.

B. To insure that each student demonstrates the ability to evaluate the consequences of his action and the willingness to accept the consequences.

C. To insure that each student demonstrates a concern for his natural environment and seeks to prevent its deterioration.

D. To insure that each student demonstrates a knowledge of physical and mental health, and practices sound personal health habits.

E. To insure that each student is prepared to be an intelligent consumer.

F. To insure that students make self-satisfying and appropriate career choices.

G. To assure that each student has opportunities to explore and participate in activities of interest for personal enjoyment and development.

H. To provide a continuing program that identifies, communicates and evaluates needs of students.

I. To provide an ongoing evaluative process which will measure results in relationship to meeting the established goals for student achievement.

J. To ensure that an adequate research and development program is implemented to meet the individual needs of each student.

K. a) To insure that instruction for each student is provided by qualified instructional personnel.

b) To insure that each student receives an adequate instructional program in the fundamentals, and in terms of his own special needs.

L. To institute staff personnel development programs, to continually update individual competencies, to provide advancement opportunities, and to train for positions that are difficult to fill.

REVISION II
May 27, 1971 - p.m.

Continuing Objectives (Cont'd)

M. To acquire personnel, materials, facilities and funds to adequately meet educational needs.

N. To broaden communications with community, parents, students and government, in order to provide a base for understanding of education, thereby inspiring confidence and creating a climate of knowledgeable support for the Prince George's County Public Schools.

O. To develop a comprehensive and complete set of policies and procedures for the guidance of PGCPSS.

P. To develop an Educational Resources Management System to achieve desired goals and objectives in the most efficient and cost effective manner.

Q. To develop a Management Information System which will provide a method for systematic collecting and processing of accurate and timely information required for effective education management decision makers.

R. To develop a Records Management System to provide standard procedures for creation and use of forms and reports; creation and distribution of correspondence; filing and retrieval of documents; storage and disposition of inactive record holdings; identifying and numbering directives; protection and unauthorized disclosure of vital information.

S. To maintain a sustained effort to utilize all the human and institutional resources of the Baltimore and Washington, D. C. metropolitan areas, and to devise ways to utilize same to meet our goals and objectives.

T. To provide adequate planning time for all professional staff.

U. Define the latitude for action for all personnel.

V. The racial composition of student bodies in each school shall reflect the racial composition of the entire population of Prince George's County.

W. To broaden public school activities to provide for a forum for discussion of the human problems of the local community. Viz: non discrimination, housing, employment, ecology, leisure time use, health, welfare, etc.

X. Eliminate school connected causes of drop-outs" as measured by a _____% reduction in dropout rate.

AA. To eliminate all polluting acts in the operation of the Prince George's County school system.

AMERICAN MANAGEMENT ASSOCIATION

May 26, 1971 - a.m.

PRINCE GEORGE'S COUNTY

Objectives

1. As a result of the development of a variety of techniques, which motivate, challenge and make attainable his purposes, the student -- over a period of time -- should move toward attainment of responsible self-direction.

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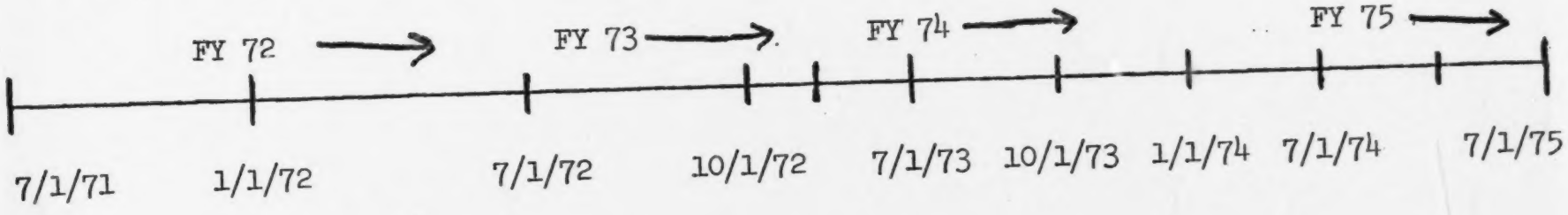
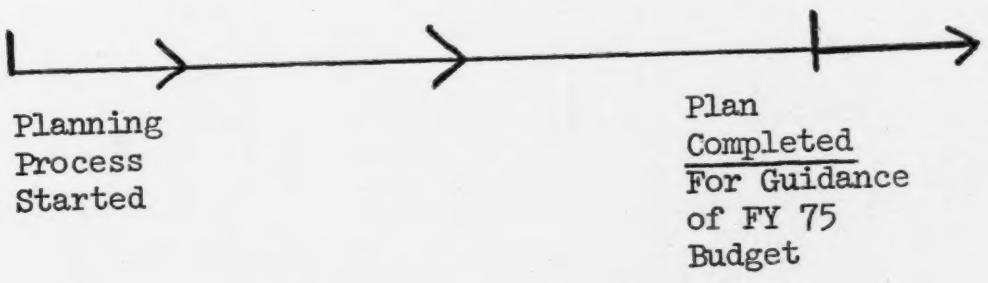
PRINCE GEORGE'S COUNTY

Time Line for Planning

and Budget





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PRINCE GEORGE'S COUNTY

Priorities on Continuing Objectives

A1	13
A2	10
A3	2
A4	11
A5	7
B	8
C	2
D	5
E	2
F	7
G	2
H	7
I	3
J	5
K	7
L	4
M	3
N	4
O	10
P	5

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PRINCE GEORGE'S COUNTY

Priorities on Continuing Objectives (Cont'd)

Q	5
R	1
S	
T	4
U	
V	2

AMERICAN MANAGEMENT ASSOCIATION

May 26, 1971 - a.m.

PRINCE GEORGE'S COUNTY

Objectives

Continuing Objective A.1. Students will evidence: meaningful application of knowledge and skills.

Specific Objective A.1.1. By June 1973 the County five-year trend line on a standardized reading test will demonstrate a positive trend.

Strategy A.1.1.1. By September 1971 PCC will have developed a K-12 reading curriculum (array of skills).

Strategy A.1.1.2. By September 1971 PCC will have developed a k-12 CRT in reading.

Strategy A.1.1.3. By October 1971 PCC will have administered the elementary reading CRT to all elementary students.

Strategy A.1.1.4. By January 1972 PCC will have administered the secondary reading CRT to the students in three secondary clusters.

Strategy A.1.1.5. By October 1971 all reading teachers will be trained to provide in-service in reading.

Strategy A.1.1.6. By January 1972 all elementary teachers will have been trained in taking corrective action diagnosed by the reading CRT.

Strategy A.1.1.7. By May 1972 all elementary students will have been post-tested by the reading CRT.

Specific Objective A.1.2. By June 1973, 60% of our sixth and ninth grade students will demonstrate critical thinking ability by scoring a 75% or above on an appropriate CRT.

Specific Objective A.1.3. By June 1975 PCC 10th grade students will demonstrate abstract reasoning ability by scoring a County average score at the 50%ile on the D.A.T.

Specific Objectives should be written for:

language arts
listening
speaking
writing

Math
Social Studies
Science

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PRINCE GEORGE'S COUNTY

Objectives

Continuing Objective A.2. Students will evidence: ability to adapt to and manage change.

Specific Objective A.2.1. By June 1972, 7th and 10th grade students will demonstrate the ability to accept a new school environment as measured by appropriate means.

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PRINCE GEORGE'S COUNTY

Objectives

A.2.2. By 1972 85% of 18 year old students will demonstrate citizenship responsibility by registering to vote.

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PRINCE GEORGE'S COUNTY

Objectives

Continuing Objective A.3. Students will evidence: application of insight gained in one experience to other experiences.

Specific Objective A.3.1. By September 1972, 85% of our 18-year old students will demonstrate application of knowledge learned in S.S. classes as measured by the number registering to vote.

Specific Objective A.3.2. By September 1972, 75% of our students will demonstrate application of knowledge learned in social studies classes as measured by the number voting in student elections.

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PRINCE GEORGE'S COUNTY

Objectives

Continuing Objective A.4. Students will evidence: expressions of respect for self and others.

Specific Objective A.4.1. By 1974, students will exhibit more positive attitudes toward their fellow men as measured by a reduction in the number of juvenile offenders.

Specific Objective A.4.2. By 1973 all students will demonstrate concern for the rights of others as measured by a 25% reduction in suspensions caused by assult on others.

Specific Objective A.4.3. By 1975, Prince George's County students will demonstrate respect for other races as measured by appropriate measures.

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PRINCE GEORGE'S COUNTY

Objectives

Continuing Objective A.5. Students will evidence: determination of their own values, and acknowledging and respecting the right of others to do the same.

Specific Objective A.5.1. By 1973, all graduating seniors will demonstrate a clear understanding of the prevailing values of our culture, and of other major cultures, as measured by C.R.T.

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PRINCE GEORGE'S COUNTY

Needed to Achieve Continuing Objective: A5

Knowledge - Present prevailing value system

Skills - Other cultures' value system

- Critical Thinking

- Decision Making

Who am I
Where do I wish to go
Why
How
Cost

- Ability to reason

Practice - Specific facts reference a particular situation

- Themselves, i.e., what kind of person am I

- Cause - effect relationship

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PRINCE GEORGE'S COUNTY

Objectives

B. To insure that each student demonstrates the ability to evaluate the consequences of his action and willingness to accept the consequences.

B.1. By 1976 students will demonstrate awareness of the consequences of getting an education, as measured by a decrease in the drop-out rate.

B.2. By 1976, 5% of the drop-outs will be involved in gainful employment or some other training.

B.3. By 1976 there will be a 25% reduction in juvenile referrals due to delinquency.

B.4. By 1976 there will be a 25% reduction in student problems such as; illegitimate pregnancies, veneral diseases, drug abuse, truancies suspensions.

B.5. By 1976, 75% of all student governments will have addressed themselves to the problem of student control of all extra curricular activities.

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PRINCE GEORGE'S COUNTY

Objectives

C. To insure that each student demonstrates a concern for his natural environment and seeks to prevent its deterioration.

C.1. By 1976, 75% of all student governments will have demonstrated an appreciation for the natural environment by participation in landscaping activities of the school.

C.2. By 1976, 75% of all student governments will have implemented plans for the preservation of school facilities.

C.3. By 1976, 75% of all students will respond to a survey indicating some contribution in school and/or community for improving the natural environment.

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PRINCE GEORGE'S COUNTY

Objectives

E. To insure that each student is prepared to be an intelligent consumer.

E.1. By 1976 all student organizations will present an annual budget.

E.2. By 1976 there be a 75% increase in consumer related extra curricular activities and related courses.

E.3. By 1976 85% of the students entering the ninth grade will demonstrate on test knowledge of good consumer practices.

1. Respect for contribution of all jobs.
2. Understanding the interdependency of society.
3. Minimal basic skills needed for employment.
4. Exploration of job areas--work experience, F.T.A., career days.
5. Finding out about jobs.
6. Vocational guidance--in-service.
7. Development of the union system.
8. Mechanics of employment--interview, etc, income tax.
9. Instill pride and satisfaction in working.
10. Understanding by each student of his particular aptitudes and intersts.

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PRINCE GEORGE'S COUNTY

Objectives

F. To insure that students make self-satisfying and appropriate career choices.

F.1. By 1976 there will be a 25% increase in the number of students electing vocational courses.

F.2.1. By 1976 all tenth grade students would have been administered a general aptitude battery and interest inventory with an (appropriate) interpretation.

F.2.2. By 1976 all curriculum guides K-12 will have been revised to include career exploration materials and concepts.

F.2.3. By 1976 all eighth grade students will have had a course in vocational exploration.

F.2. By 1976 95% of all graduates by September following graduation will be gainfully employed and/or continuing their education.

F.3. By 1976 75% of the graduating class have identified either a specific career choice or a major career area as measured by a survey conducted in May.

F.4. By 1976 85% of all high school dropouts will be gainfully employed within six weeks after leaving school, as indicated by continuous follow-up.

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PRINCE GEORGE'S COUNTY

Objectives

G. To assure that each student has opportunities to explore and participate in activities of interest for personal enjoyment and development.

G.1. By 1976 there will be a 25% increase in the number of students participating in intramural and extracurricula activities.

G.2. By 1976 there will be an increase in the number of hobbies and leisure time activities including individual sports reported in the pupil data system.

G.3. By 1976 there be a 25% increase in enrollment in avocational electives, (music, drama, dance).

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PRINCE GEORGE'S COUNTY

Continuing and Specific Objectives

Continuing Objective H: To provide a continuing program that identifies, communicates and ranks in priority the needs of students.

Specific Objective H.1. By September 1971 a procedure for defining and identifying and reviewing student needs will be established.

Specific Objective H.2. By June 1972 each of the following groups will have produced a list of these needs.

a. Division of Instruction and P.S.
b. Division of Administration
c. Council of PTA's
d. Student Advisory Council
e. Principals
f. Teachers
g. Citizen Groups
h. Each Faculty Advisory Council

Specific Objective H.3. By September 1972 the lists will be collated and reviewed and priorities established at the system-wide level.

Specific Objective H.4. By October 1972 these reports on needs will be distributed to all personnel and interested citizens.

Specific Objective H.5. By January 1973 a pilot group of school faculties will develop an Individual Pupil Needs Profile.

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PRINCE GEORGE'S COUNTY

Continuing and Specific Objectives

Continuing Objective I: To provide an on-going evaluative process which will measure results in relationship to meeting the established goals for student achievement.

Specific Objective I.1. By October 1971 a plan will be established for the development of criterion reference tests in each major academic/vocational discipline.

Specific Objective I.2. By June 1973 CRT's will be developed in each area.

Specific Objective I.3. By December 1973, 60% of all students, K-12, will be tested by the CRT's.

Specific Objective I.4. By January 1974, results will be evaluated, and necessary CRT revisions will be completed by June 1974.

Specific Objective I.5. By June 1975, an assessment of the CRT's value will be completed.

Specific Objective I.61 By October 1971 a plan will be approved and implementation begun for the development of measures of student inter-personal relationships.

Specific Objective I.7. By June 1972, a set of measures of inter-personal relationships will be ready for trial use.

Specific Objective I.8. By June 1975, successive applications and refinements of these measures will yield an assessment of their value.

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PRINCE GEORGE'S COUNTY

Continuing and Specific Objectives

Continuing Objective J: To ensure that an adequate research and development program is implemented to meet the individual needs of each student.

Specific Objective J.1. Based on the needs analysis established by October 1972 (see H.4.) priorities for system-wide developmental efforts will be established.

Specific Objective J.2. By January 1973, action plans for several such efforts will be submitted.

Specific Objective J.3. By September 1973, the implementation of these efforts will be underway.

Specific Objective J.4. Annual review and assessment of these projects will continue through to their general operational deployment.

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PRINCE GEORGE'S COUNTY

Continuing and Specific Objectives

Continuing Objective K. (a): To insure that instruction for each student is provided by qualified instructional personnel.

Specific Objective K.(a)1. By January 1972, a clearly defined set of criteria for qualified instruction will be developed for each instructional area.

Specific Objective K.(a)2. By May 1972, a scheme will be developed for the application of those criteria in the selection and assignment of personnel.

Specific Objective K.(a)3. By September 1973 instructional personnel will teach not less than 75% of their time in those fields for which they are qualified (as determined by the above criteria).

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PRINCE GEORGE'S COUNTY

Continuing and Specific Objectives

Continuing Objective K.(b): To insure that each student receives an adequate instructional program in the fundamentals, and in terms of his own special needs.

Specific Objective K.(b)1. By October 1972, a plan for the development of highly discrete group diagnostic tests in each of the fundamental areas will be formulated.

Specific Objective K(b)2. By October 1972, a plan for the development of alternative prescriptive instructional programs in each of the fundamental areas will be developed.

Specific Objective K.(b)3. By September 1973, a trial version of both the tests and program alternatives will be deployed (K-12) in a pilot group of schools.

Specific Objective K(b)4. By June 1975, successive refinements of the above will be ready for deployment in all schools.

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PRINCE GEORGE'S COUNTY

Continuing and Specific Objectives

Continuing Objective L: To institute staff personnel development programs, to continually update individual competencies, to provide advancement opportunities, and to train for positions that are difficult to fill.

Specific Objective L.1. By March 1972, middle management and classified personnel development programs will be designed and recommended to BOE.

Specific Objective L.1.A. By July 1973, middle management and classified personnel development programs will begin to operate.

Specific Objective L.2. By March 1973, a comprehensive professional personnel development program will be designed and recommended to BOE.

Specific Objective L.2.A. By July 1974, a comprehensive professional personnel development program will begin to operate.

Specific Objective L.3. By March 1972, develop an evaluation system for middle management personnel

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May 28, 1971

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PRINCE GEORGE'S COUNTY

Continuing Objective L:

To institute staff personnel development programs, to continually update individual competencies, to provide advancement opportunities, and to train for positions that are difficult to fill.

Specific Objective -

L. 4. By 1/1/72 all middle and top management staff will have been actively involved in an educational process of knowledge acquisition and application of management by objective skills.

Alternative Strategies for L. 4:

1. Orientation Meetings - Large and Small Groups.

   a. Films
   b. Lectures
   c. Participation

2. Team Planning

   a. Cluster Groups
   b. Specialized Groups

3. Inclusion of material in scheduled meetings.

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PRINCE GEORGE'S COUNTY

Continuing and Specific Objectives

Continuing Objective N.	To broaden communications with community, parents, students and government, in order to provide a base for understanding of education, thereby inspiring confidence and creating a climate of knowledgable support for the Prince George's County Public Schools.
Specific Objective N.1.	By March 1972 develop a plan for student affairs designed to obtain student participation in dealing with student concerns.
Specific Objective N.2.	By July 1972 devise a plan to inform all parents of the activities and plans of PGCPS and the local school.
Specific Objective N.2.A.	By July 1972, in cooperation with County Council of PTA, devise a plan to increase parent and teacher interest and participation in PTA.
Specific Objective N.3.	By March 1972 a plan for informing the community will be in operation.
Specific Objective N.3.A.	By July 1972 establish a single point to receive, handle and respond to community questions, complaints and suggestions.
Specific Objective N.4.	By June 1972 PGCPS will circulate to all other county governmental agencies, for their information a draft of a 5-year plan for the management and development of education in the county.

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PRINCE GEORGE'S COUNTY

Objectives

0. To develop a comprehensive and complete set of policies and procedures for the guidance of PGCPSS.

0.1. By July 1, 1971, a plan will be developed for systematically involving personnel at all levels in the system in the development and periodic review of policies and procedures.

0.2. By Sept. 1971 all policies and procedures applicable to

a. Administration
b. Business and non-instructional operations
c. Personnel

will be codified and available for use throughout the county.

0.3. By January 1972 policies and procedures in these areas will similarly be developed:

a. Community relations
b. Students
c. Instruction
d. New construction

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PRINCE GEORGE'S COUNTY

Objectives

P. To develop an Educational Resources Management System to achieve desired goals and objectives in the most efficient and cost effective manner.

P.1. By 1 Sept. 1971 - develop a plan to define specific needs, establish the objectives, generate alternative plans, analyze alternatives, and select optimum courses of action.

P.2. By 30 Sept. 1971 - develop a list of specific needs which will require program changes in FY '73.

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May 26, 1971
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PRINCE GEORGE'S COUNTY

Objectives

Q. To develop a Management Information System which will provide a method for systematic collecting and processing of accurate and timely information required for effective education management decision makers.

Q.1. Identify all specific areas (needs) for statistical information required for management purposes, and assign priorities among them.

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PRINCE GEORGE'S COUNTY

Objectives

R. To develop a Records Management System to provide standard procedures for creation and use of forms and reports; creation and distribution of correspondence; filing and retrieval of documents; storage and disposition of inactive record holdings; identifying and numbering directives; protection and unauthorized disclosure of vital information

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PRINCE GEORGE'S COUNTY

Objectives

S. To develop a plan for and sustained effort to assess all the human and institutional resources of the Baltimore and Washington, D. C. metropolitan areas, and to devise ways to utilize same to meet our goals and objectives.

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May 26, 1971
p.m.

PRINCE GEORGE'S COUNTY

Objectives

T. To provide adequate planning time for all professional staff.

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May 25, 1971
p.m.

PRINCE GEORGE'S COUNTY

Objectives

Continuing Objective V: The racial composition of student bodies in each school shall reflect the racial composition of the entire population of Prince George's County.

Specific Objective V.1. By August 1971 policy guidelines for budget development for 1973 will be submitted for Board approval, and by July 1 of each subsequent year.

Specific Objective V.2. By March 1972 a plan for personnel recruitment and assignment will be placed in operation.

Specific Objective V.3. By September 1971, a plan for capital improvement program development and execution will be in operation.

Specific Objective V.4. By July 1971 procurement, supply and fiscal management manuals will be in consumers hands for use.

AMERICAN MANAGEMENT ASSOCIATION

May 27, 1971
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PRINCE GEORGE'S COUNTY

Action Plan for

Strategy A 1) 1.2, by Sept. 1971:

What	Who	When
1. Research on present "state of the art"	D. Daniels	June 30
2. Evaluate above	D. Daniels	July 15
3. Develop Draft Instrument	D. Daniels	Jan. 15, '72
4. Review and approval of Draft	G. S.	Feb. 15
5. Pilot		July 15, '72
6. Evaluation		Aug. 15, '72
7. Revision and Approval		Sept. 15, '72
8. In-Service Training		Sept. 30, '72
9. Implementation		

AMERICAN MANAGEMENT ASSOCIATION

March 31, 1971

PRINCE GEORGE'S COUNTY

Objectives

Continuing Objective A

To maintain a racial balance of the teaching staff in the schools which reflects the racial composition of the total teaching staff.

Specific Objectives

A.1. By September, 1971, no school will have greater than 40% or less than 5% of its staff composed of minority race professionals.

A.2. By September, 1972, no school will have greater than 25% or less than 11% of its staff composed of minority race professionals.

AMERICAN MANAGEMENT ASSOCIATION

March 31, 1971

PRINCE GEORGE'S COUNTY

Tasks

Specific Objective A.2

Decide upon selection and transfer criteria

a. Home location
b. Experience
c. Subject matter
d. Grade level
e. Sex
f. Race

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AMERICAN MANAGEMENT ASSOCIATION

March 31, 1971

PRINCE GEORGE'S COUNTY

Status of Schools Relative to C.O. A

26 Schools Have Critical Staff Problems

1 Sr. - 1 Jr.-Sr. - 6 Jr. - 18 Elem.

School Count

Sr.

4 without objectives 71 - 13 within objectives

Jr.-Sr.

1 without objectives 71 - 1 within objectives

Jr.

13 without objectives 71 - 25 within objectives

Elem.

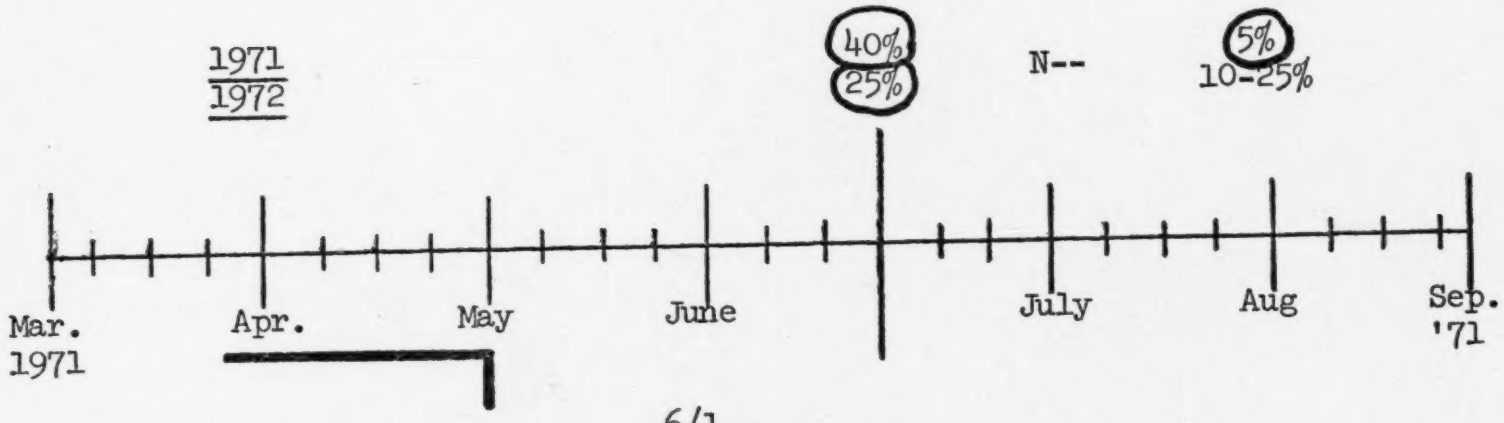
$\frac{58}{76}$ without objectives 71 - $\frac{112}{151}$ within objectives

AMERICAN MANAGEMENT ASSOCIATION

March 31, 1971

PRINCE GEORGE'S COUNTY

TIME LINE FOR SPECIFIC OBJECTIVE A.1



6/1

6/10/71

All assignments
accepted

Send
out
Assignments

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March 31, 1971

PRINCE GEORGE'S COUNTY

POLICIES FOR SPECIFIC OBJECTIVES A.1 and A.2

1. Voluntary transferees will have option of selecting area of relocation.

2. Reassignment of all volunteers will be accomplished prior to administrative transfers.

3. Principals will not have option of selecting assigned transferees.

4. In so far as possible, subject staffs will not be decimated.

5. Administrative transfers of black professionals will be accomplished prior to administrative transfers of white professionals.

March 31, 1971

PRINCE GEORGE'S COUNTY

Strategic Program and Action Plans

A.1.1. Hire new professional and assign to implement objective.

A.1.2. Voluntary transfers.

A.1.3. Administrative transfers.

A.1.4. Public Relations and Leadership Program.

A.1.5. Staff orientation and development following assignment.

A.1.6. Data collection and analysis.

March 31, 1971

PRINCE GEORGE'S COUNTY

	What	Who	When
A.1.6.1.	Identify schools affected.	J. Riecks	
A.1.6.2.	Identify number staff positions affected, by school.		
A.1.6.3.	Request volunteer transferees.		
A.1.6.4.	Identify professionals to be administratively transferred.		
	a. Subject taught.		
	b. Grade level		
	c. Race		
	d. Sex		
	e. Home location		
	f. School		

AMERICAN MANAGEMENT ASSOCIATION

April 2, 1971

PRINCE GEORGE'S COUNTY

Continuing Objectives

A. Over a period of time students will evidence above a minimum to be defined increasing.

B. Effective adaptation to and management of changes in their environment and experiences.

C. Application of insight gained in one experience to other experiences.

D. Verbal and nonverbal expressions of self-respect.

E. Knowledge, skills, and understandings.

F. Determination of their own values, and acknowledging and respecting that others are doing the same.

G. To insure that each student demonstrates the ability to evaluate the consequences of his action and the willingness to accept the consequences.

H. To insure that each student demonstrates a concern for his natural environment and seeks to prevent its deterioration.

I. To insure that each student demonstrates a knowledge of physical and mental health, and practices sound personal health habits.

J. To insure that each student is equipped to become economically self-sufficient; (earn his own leving)

K. To insure that all students are provided with a full career development education so that each student acquires skills, attitudes, understandings and interests leading to appropriate career choices.

L. To assure that each student has opportunities to explore and participate in activities of interest for personal enjoyment and development.

M. To provide a continuing program that identifies, communicates and evaluates needs of students.

N. To provide an ongoing evaluative process which will measure results in relationship to meeting the established goals for student achievement.

O. To ensure that an adequate research and development program is implemented to meet the individual needs of each student.

P. a) To insure that the instructional process for each student is provided by qualified instructional personnel.

b) To insure that each student receives an adequate instructional program in the fundamentals, and in terms of his own special needs.

PRINCE GEORGE'S COUNTY

Continuing Objectives, Continued

Q. To institute staff personnel development programs, to continually update individual competencies, to provide advancement opportunities, and to train for positions that are difficult to fill.

R. To acquire personnel, materials, facilities and funds to adequately meet educational needs.

S. To broaden communications with community, parents, students and government, in order to provide a base for understanding of education, thereby inspiring confidence and creating a climate of knowledgeable support for the Prince George's County Public Schools.

April 2, 1971 - p.m.

PRINCE GEORGE'S COUNTY

Specific Objectives

B) By 1976, 95% of the students in PGC PS will have accepted the integrated school as an accepted school population, as measured by an attitudinal scale (to be developed), and by having no more than 5% of the students request a transfer, due to integration.

C) By 1976, the scores of students on a post-term test*, dealing with application of Concepts in Science to specific science phenomena, will be ____% higher than the scores of the same students on comparable pre-term* tests.

*To be developed.

E) By 1975, 65% of the children entering 7th grade shall demonstrate the ability to read at or above 6.9 grade level as measured by reading comprehension tests, such as the Iowa Test of Basic Skills.

F-1) By 1975, to record a 50% decrease in the number of incidents of vandalism to public school buildings attributable to students enrolled in the P.G.C.P.S.S., as measured by the monthly vandalism reports submitted to the Superintendent of Schools by each school principal.

F-2) By 1975, a 75% decrease in the number of student transfer requests submitted on account of racial concerns, problems and conflicts.

G) By 1975, a 50% decrease in the number and duration of suspensions.

H) By 1975, 50% of the schools in P.G.C. shall involve a substantial number of students in "school property environment projects," as measured by improvements in exterior school environments judged by a lay/student "Improve the Environment Committee," appointed by the Board of Education upon recommendation of the S/S.

I) By June, 1973 develop a continuing program for all students K-12 which would demonstrate that 85% of our students have developed sound physical health facilities.

J) By June, 1973 design a comprehensive program of consumer education for 9th grade which will offer skills in economic self sufficiency.

K) By June, 1975 all students be provided a program at all grade levels developing an ability to make appropriate career choices.

L) By June, 1973 at all grade levels provide a program of activities which will encourage interest and personal enjoyment in leisure time activities.

M) A list of student needs will be compiled by January, 1972 from the following sources:

a) Division of Instruction & P.S.
b) Division of Administration
?? c) Council of PTA
d) Student Advisory Council
e) Representatives of Administrators?
f) Representatives of Teachers?

N-1) K-12 criterion reference tests (CRT) in the areas of reading, spelling, mathematics, science and social studies will be developed by June, 1973.

N-2) 60% of the students in P.G.C. will be tested by the CRT by December, 1973.

O) Provide inservice staff development programs designed for individualized instruction for that school for not less than 30 schools (20 elem., 7 Jr. H.S., 3 Sr. H.S.) for school term beginning September, 1972.

P-1) By September, 1973, Instr. pers. will teach not less than 85% of their time in their major field for which they are qualified and certified.

P-2) Each individual student will be scheduled into the program best suited to his individual needs by September, 1973.

Q-1) By March, 1972, a personnel development program encompassing both professional and classified staff will be designed and recommended to Board of Education.

Q-2) By July, 1973 a staff development program will begin to operate.

Q-3) By July, 1971, guidelines for budget development for FY '73 will be submitted for Board approval.

S) By June, 1974 the administration of PGPSS wil circulate to all other county governmental agencies, for their comment, a draft of a 5 year plan for the management and development of education in the county.

AMERICAN MANAGEMENT ASSOCIATION

April 2, 1971
p.m.

PRINCE GEORGE'S COUNTY

Intersession Assignments	Task	Who	Due Date
1. Objectives CO's and SO's: a. Review CO's b. Develop SO's c. Obtain feedback if possible d. Obtain appropriate information for "Trend" lines	Assign Task Force for Rev. & Development	L. Robertson	4/10
2. Plan for Planning			
3. Environmental Analysis			
4. Planning Review Session			

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May 27, 1971 - p.m.

PRINCE GEORGE'S COUNTY

Strategies

*	Specific Objective A.1.2.	By June 1973, 60% of our sixth and ninth grade students will demonstrate critical thinking ability by scoring a 75% or above on an appropriate CRT.
	Strategy A.1.2.1.	By September 1972, PGC will have developed a CRT for Critical Thinking for grades 6 and 9 (which can be computerized).
	Strategy A.1.2.2.	By October 1972 all principals and C.O.S. will be briefed on the objectives for student achievement in critical thinking, and the strategies and measurements being readied.
	Strategy A.1.2.3.	By November 1972 the CRT will have been administered to all sixth and ninth graders as a pre-test.
	Strategy A.1.2.4.	By November 1972, a task force charged to develop and/or refine alternative curricular approaches to critical thinking will have their results (plan) available.
	Strategy A.1.2.5.	By January 1973, each school will have selected its own approach to meet the objectives of the county.
	Strategy A.1.2.6.	By June 1973 the CRT's will be administered as a post-test.
	Strategy A.1.2.7.	By July, both test results and program efforts will be evaluated at the local and country levels.

* Note: This Specific Objective should really be restated to suggest that it should be a 5 or 6-year program, e.g., by each June (1973-76) CRT results will yield a positive trend line, etc.

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PRINCE GEORGE'S COUNTY

Strategies

Specific Objective A.1.3.	By June 1975 PCC 10Th grade students will demonstrate abstract reasoning ability by scoring a County average score at the 50%ile on the D.A.T.
Strategy A.1.3.1.	By September 1971, and thereafter annually, the P.G.C.P.S.S. announces to all schools the objective for June 1975.
Strategy A.1.3.2	By February 1, 1972, each school will have developed its own plan to meet the objective.
Strategy A.1.3.3.	By each June 30th (1973-75) each school will evaluate effectiveness of its plan by D.A.T. results for that year.

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PRINCE GEORGE'S COUNTY

Strategies

Specifice Objective A.2.1.	By June 1972, 7th and 10th grade students will demonstrate the ability to accept a new school environment as measured by appropriate means.
Strategy A.2.1.1.	By August 1, 1971, the appropriate means of measuring adaptability to a new school environment will be developed (for students in grades 7 and 10).
Strategy A.2.1.2.	By September 1, 1971, a guide of appropriate strategies for enhancing student adaptability will be developed and made available to all schools.
Strategy A.2.1.3.	By June 1972 students adaptability will be assessed in grades 7 and 10.

AMERICAN MANAGEMENT ASSOCIATION

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PRINCE GEORGE'S COUNTY

Strategies

Specific Objective A.2.2. By 1975, 85% of 18 year old students will demonstrate citizenship responsibility by registering to vote.

Strategy A.2.2.1. By September 1971 PGC will have developed a "Get Out the Vote Plan" for all 18-year olds.

Strategy A.2.2.2. By February 1972 all 18-year-olds will be (urged / invited) to register (in the H.S., by special arrangment).

Strategy A.2.2.3. By November 1972 the County Election Supervisor will supply confirming data on which evaluation will be made.

AMERICAN MANAGEMENT ASSOCIATION

Revised
May 27, 1971 p.m.

PRINCE GEORGE'S COUNTY

Objectives

Continuing Objective B. To insure that each student demonstrates the ability to evaluate the consequences of his action and willingness to accept the consequences.

Specific Objective B.1. By 1976 students will demonstrate awareness of the consequences of getting an education as measured by a decrease in the drop-out rate.

Specific Objective B.2. By 1976 there will be a 25% reduction in juvenile referrals due to delinquency.

Specific Objective B.3. By 1976 there will be a 25% reduction in student problems such as; illegitimate pregnancies, veneral diseases, drug abuse, truancies suspensions.

Specific Objective B.4. By 1976, 75% of all student governments will have addressed themselves to the problem of student control of all extra curricular activities.

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AMERICAN MANAGEMENT ASSOCIATION

Revised
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PRINCE GEORGE'S COUNTY

Objectives

Continuing Objective D. To insure that each student demonstrates a knowledge of physical and mental health, and practices sound personal health habits.

Specific Objective D.1. To insure that all students will be aware of the importance of preventative techniques in health as demonstrated by a 75% increase in student participation in various school immunization and disease detection programs.

Specific Objective D.2. By 1976 there will be a 25% reduction in students reporting themselves as being smokers.

Specific Objective D.3. By 1976 there will be a 25% increase in the follow-up of defective health problems, such as, dental, vision, hearing, etc.

Specific Objective D.4. By 1976 all elementary school children will be provided a hot lunch.

Specific Objective D.5. By 1976 there will be a 25% decrease in referrals for dental care.

Specific Objective D.6. By 1976 50% decrease in the number of accidents reported.

Specific Objective D.7. By 1976 a 50% increase in the follow-up of mental health referrals.

Specific Objective D.8. By 1976 there will be a 25% self-referrals increase for counseling services.

AMERICAN MANAGEMENT ASSOCIATION

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PRINCE GEORGE'S COUNTY

Objectives

Continuing Objective W: To broaden public school activities to provide for a forum for discussion of the human problems of the local community.

Viz: Non discrimination
Housing
Employment
Ecology
Leisure time use
Health
Welfare, etc.

Specific Objective W.1. By July 1972 provide policy guidance to staff and principals relative to their increasing role in the human problems of the local community.

May 27, 1971

PRINCE GEORGE'S COUNTY

Objectives

Continuing Objective X. Eliminate school connected causes of drop-outs" as measured by a ____% reduction in dropout rate.

Specific Objective X.1. Define dropouts realistically in terms of mission statement.

Strategy X.1.1. By November 1971 evaluate and identify reasons for drop-out rate.

Strategy X.1.2. By September 1972 develop plans for corrective program - get approval - implementation on pilot basis.

Strategy X.1.3. By August 1973 evaluate results of pilot programs.

Strategy X.1.4. By September 1974 full scale implementation.

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PRINCE GEORGE'S COUNTY

Strategies in Search of Objectives Y and Z

B.2. Eliminate due to fact that it is beyond our control.

B.3.
a. By October 1971 identification by area.

b. By July 1972 in depth study of high incident areas in order to ascertain causes.

c. By July 1973 develop plans to attack problem in individual areas.

d. By September 1973 implementation of plans by area and subsequent evaluation.

B.4. "I"
a. By January 1972 identification of problems by geographic areas in conjunction with federal, state and local health authorities.

b. By July 1972 evaluate and identify weaknesses in the programs currently operable in our school system related to above problems.

c. By July 1973 initiate action to develop improved and/or new programs to eliminate identifiable weaknesses; obtain approval of major program policy changes.

d. By September 1973 implement new and changed programs.

e. By September 1974 evaluate the programs.

B.4. "II"
a. By September 1971 identify truancies and suspensions by school.

b. By November 1971 identify truancies and suspensions system-wide as to cause.

c. By April 1972 evaluate policys as to their effectiveness in dealing with current causes.

d. By September 1972 develop policy changes, where necessary, obtain approval and implement.

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PRINCE GEORGE'S COUNTY

Strategies in Search of Objectives Y and Z (Cont'd)

B.5. a. By December 1971 the scope of the problems will be defined by specific groups of activities.

b. By July 1972 the problems will be reviewed with the regional student council as to causes and suggested remedies.

c. By October 1972 specific plans for direct student involvement will be developed.

d. By February 1973 pilot programs will be initiated in critical problem areas.

e. By January 1974 an evaluation of the pilot programs will be completed and changes made if necessary.

f. By September 1974 implementation of a system-wide basis.

PRINCE GEOP[illegible]S COUNTY

STRATEGY

May 27, 1971 - p.m.

AREA STRATEGIZED (Objectives, Strengths, Weaknesses, Planning Gap, Etc.)
Specific Objective D.1.: To insure that all students will be aware of the importance of preventative techniques in health as demonstrated by a 75% increase in student participation in various school immunization and disease detection programs.

STRATEGY

PGCPSS will continue to expand in cooperation with the PGC Health Department a comprehensive program of immunization against and detection of specific health problems among its student population.

PROGRAM:

COSTS:

MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
1. Assess current status of immunization programs in all schools (in cooperation with Health Department).	Thompson	6/30
2. Evaluate above to determine current and future needs.	Thompson	7/30
3. Draft plan of immunizations and detections.	Thompson	8/30
A. What diseases are to be included? B. What sutent population will be target? C. What time schedule for each school? D. Assignment of school and county health teams. E. Alert public through various communicative media. F. Staff involvement in the schools.		
4. Submit plan for review and approval.	Thompson	9/15
5. Revise plan, if needed.	Thompson	9/30
6. Implement plan	Thompson	10/31
7. Follow-up of absentees.	Thompson	10/31
8. Follow-up referrals of detected cases.	Thompson	5/31/72
9. Total evaluation of plan.	Thompson	6/30/72
10. Statistical and evaluative report to school, community, other county agencies.	Thompson	9/1/72

ORIGINATOR:

PRINCE GEOR[illegible] COUNTY
STRATEGY

MAY 27, 1971 - p.m.

AREA STRATEGIZED (Objectives, Strengths, Weaknesses, Planning Gap, Etc.)
Specific Objective H.1. By September 1971 a procedure for defining and identifying and reviewing student needs will be established.

STRATEGY

COSTS:

PROGRAM:

MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
1. Write plan to identify, review and define student needs.	INS.	1 Septembe 1971

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ORIGINATOR:

PRINCE GEORGE'S COUNTY

STRATEGY

May 27, 1971 - p.m.

AREA STRATEGIZED (Objectives, Strengths, Weaknesses, Planning Gap, Etc.) Specific Objective J.1. Based on the needs analysis established by October 1972 (see H.4.) priorities for system-wide developmental efforts will be established	
STRATEGY PGCSS will develop a program of research and planning to provide for the needs of students as identified in H-4.	COSTS:
PROGRAM:	MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
1. Research of x need as identified in H-4.	Shockley	11/72
2. Evaluate research in terms of local application.	Shockley	12/15/72
3. Establish task force to develop plan for x need	?	12/30/73
4. Submit draft of plan for review and approval and budget considerations.		3/1/73
5. Revise and refine plan.		6/1/73
6. Assignment and in-service training of staff for pilot.		8/30/73
7. Implementation of pilot program		9/1/73
8. Evaluation		3/1/74
9. Review and revision of pilot.		5/15/74
10. Extensive In-Service training for full implementation		8/30/74
11. Full implementation of program.		9/1/74
12. Evaluation		6/75

ORIGINATOR:

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PRINCE GEOR[illegible] COUNTY
STRATEGY

May 27, 1971 - p.m.

AREA STRATEGIZED (Objectives, Strengths, Weaknesses, Planning Gap, Etc.)
Specific Objective K.(a)2. By May 1972, a scheme will be developed for the application of those criteria in the selection and assignment of personnel

STRATEGY

COSTS:

PROGRAM:

MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
1. Review state certification requirements for each instruction area for adequacy.	Pers	1 Jan 72
2. Review needs of students (see S.O. H)	Pers	SO H + 3 Mon
3. Review achievement records and special programs by school.	Pers.	+ 6 Mon
4. Prepare additional criteria for teaching by subject matter, specific schools where special needs exist and a handle on how to pre-judge sensitivity to student needs.	Pers	+2 Mon
5. Develop evaluation tools to determine adequacy of teachers in action.	Pers	+4 Mon

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ORIGINATOR:

PRINCE GEORGE'S COUNTY
STRATEGY

May 27, 1971 - p.m.

AREA STRATEGIZED (Objectives, Strengths, Weaknesses, Planning Gap, Etc.)
Specific Objective P.1. By 1 September 1971 develop a plan to define specific needs, establish the objectives, generate alternative plans, analyze alternatives and select optimum courses of action.

STRATEGY

COSTS:

PROGRAM:

MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
1. Plan for planning Completed	Robertson	10 Jun 71
2. Plan reviewed by Executive Committee	Robertson	20 Jun 71
3. Plan approved	Hassel	1 Jul 71

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ORIGINATOR:

PRINCE GEOF[illegible] COUNTY
STRATEGI

May 27, 1971 - p.m.

AREA STRATEGIZED (Objectives, Strengths, Weaknesses, Planning Gap, Etc.)
Specific Objective Q.1. Identify all specific areas (needs) for statistical information required for management purposes, and assign priorities among them.

STRATEGY

PGCSS will develop a plan to assess and evaluate our stem of data collection and implement a comprehensive system for same.

COSTS:

PROGRAM:

MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
1. Assessment of data collebected by all county school divisions.	Robertson	10/15/71
2. Assessment of relevant statistical data available from other agencies.		10/15/71
3. Evaluation of 1 and 2 for duplication, relevancy, inadequancies.		12/31/71
4. Develop plan for collection and dissemination of all relevant and adequate data relative PGCPS.		3/1/72
5. Submit to Assistant Superintendents for review and revision.		4/15/72
6. Submit to Superintendent for approval.		5/15/72
7. Briefing of key personal of approved plan.		7/1/72
8. Implementation of plan.		7/1/72
9. Evaluation		8/1/73

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ORIGINATOR:

PAGE

AMERICAN MANAGEMENT ASSOCIATION

May 28, 1971 - a.m.

PRINCE GEORGE'S COUNTY

A Plan for Planning

I. Situation Analysis

A. We do not have a planning system.

B. Formal plans are nearly non-existent.

C. We are committed to a management by objective sstem.

II. A. Problems

1. We are in the first year of a reorganization (unbudgeted) using an interim organization chart. Several evolutionary adjustments have taken place.

2. Written polcies are inadequate, obsolete or non-existent.

3. Executive and middle management personnel are not trained for a management by objectives operation.

4. The budget continues to lag behind need for key people at management level.

5. Press of current problems diverts management attention from long range planning.

B. Opportunities

1. A thin cadre of planning talent is now available.

2. The administration is ready and willing to change to improve. It is committed to a management by objectives system.

3. The Board of Education is interested in improved effectiveness and efficiency.

4. We have employed a consultant to make a classification study, a wage survey and a management survey.

5. Up-to-date position descriptions have been prepared by incumbents and are under overall study.

6. Our Executive Committee supported by representative school principals and Board members is engaged in a Management Training Process financed from Federal funds.

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A Plan for Planning (Cont'd)

7. State Department of Education is undergoing the same training process. We can expect the State staff to be doing the same kind of planning and give us the long range guidance we will need for our planning.

III. Objectives

A. A planning system will be in operation throughout Prince George's County Public Schools.

1. By July 1, 1971 a plan for a planning will be adopted and commence to operate.

2. By September 1, 1971 subordinate plans for planning will be developed by each division or separate office (Assistant Superintendent level).

3. By March 31, 1972 a plan for 25% of existing programs will have been developed and submitted for review by Assistant Superintendents. By June 30, 1972 these program plans will have been approved for operation.

4. By June 30, 1972 a plan will exist for 75% of existing programs and submitted for review by Assistant Superintendents. By September 30, 1972 these programs will have been approved for operation.

5. By December 31, 1972 a plan will exist for each existing program and have been reviewed and approved for operation.

6. Any new operational program submitted for approval after July 1, 1971 will include a plan for its execution as one of the integral elements of the program.

7. Beginning in 1972 each plan will be reviewed during the months of July and August for current adequacy and effectiveness and will be updated as needed.

IV. Action Program

1. The planning process shall be decentralized. The head of each operating entity shall prepare written plans for each unit and program under his jurisdiction.

A Plan for Planning (Cont'd)

2. Management and Development Office shall have responsibility to:

   a. See that planning schedules are met.

   b. Advise and assist any element of the system in the development of unit or program planning.

   c. Review all plans for the Superintendent and provide constructive criticism and advice.

   d. Prepare a priorities compilation and detailed schedule for first plans submission for approval of the Superintendent in conference with the Executive Committee.

3. Each Assistant Superintendent shall have the responsibility for development of written plans, consistent with policy, for each unit and program under his direction.

V. Review and Control

1. The preparer of a plan shall submit his plan to his supervisor for review, discussion and ultimate approval.

2. Supervisor recipient of a plan shall review and approve for execution or submit to the next higher office if appropriate.

3. Director of Management and Development shall review the proposed plan for compatibility with the rest of the system and provide constructive criticism on any facet of this plan.

4. Director of Management and Development shall insure that time schedules for plans preparation and updating are met. He shall inform the appropriate Assistant Superintendent and the Superintendent in each case when schedules are not met.

5. Director of Management and Development, in the normal course of his management analysis and audit process, shall immediately inform the proper person when plans deficiencies or operating deviations from approved plans are found.

EDUCATIONAL PLANNING PROCESS

FOR

EXECUTIVE STAFF, STATE OF NORTH CAROLINA

PROPERTY OF

_____

_____

_____

American Management Association

FACTS

from the office of the superintendent

November 4, 1970

Our district is in the initial stages of developing a plan by which our educational program can move into the future in a logical, rational manner.

Many people have a strong commitment to the educational purposes of the district and many others are profoundly affected by district goals, policies and procedures. Consequently, we believe that these people should be involved in the development of the plan.

WHY PLAN?

Any organization which foresees a future for itself has at least two options. First, it can choose to react to changes which occur around it and within it and hope to deal successfully with each new crisis. Or, it can determine its mission, its reason for existing, and plan to make those changes, modifications and adjustments necessary to accomplish its stated mission.

THE PLANNING PROCESS

Last year, a group of nine principals and three central administrators became involved with the American Management Association which has an established process for organizational planning. Three things resulted. First, the administrators became thoroughly familiar with the planning process by using it. Secondly, the first stages of an educational plan as the administrators saw it was developed. Thirdly, a strong commitment was made by these administrators to involve others who are directly affected by an educational plan in the plan's development.

Attached to this Fact Sheet is a listing of the component parts of the AMA planning process with a definition for each of the terms. The terms are listed in sequential order although the sequence may be subject to change depending on planning needs. All aspects of the planning and the organizational operation are aimed at enabling the organization to fulfill its mission. The development of a district mission to which most people can commit themselves is, therefore, of primary importance.

A PLAN FOR INVOLVEMENT

Procedures have been developed to a degree to involve various segments of our school and community population. The superintendent will be working through the planning process with the following groups:

1. The Board of Education
2. The Administrative Executive Council
3. The Curriculum Directors and Coordinators
4. The NSEA Building Representatives and officers of the NSEA
5. The Superintendent's Student Advisory Council consisting of six high school and four middle school students
6. The Unity Council of the North Syracuse Parent-Teacher Organizations
7. A group yet to be formed, of representatives of the various service clubs, business men's associations, Pastors Association and other interested citizens
8. A second group of union and trades people
9. Assistant Principals
10. Non-instructional personnel

Each of these groups, in turn, may report to and receive inputs from, the various groups and individuals whom they represent.

Periodically, it is expected that representatives from each of the above groups will meet in a common planning council to share with each other the thoughts and ideas which have been developed in their planning groups.

The ultimate goal is to develop an educational plan for the children of our district to which most people can make a commitment because they shared in its development; a plan which will continuously improve the educational experiences and environment of all the children and adults of the North Syracuse Central School District.

MISSION

The broadest, most comprehensive statement that can be made about central or continuing purpose. The chief function or responsibility of an organization which justifies continuing support of the organization by society and which provides initial direction for the management or administration of the organization. The purpose of the mission statement is to provide a focus for the resources of the organization.

CREED

Statements of principles or philosophy essentially regarding matters of "belief." The purpose of a creed statement is to make explicit those convictions which are deeply felt by those persons who officially or unofficially determine the acceptability of behavior for the organization and its representatives. Principles expressed in the "creed" establish a foundation for the development of appropriate objectives, strategies and operating policies.

INTERNAL ANALYSIS

A catalog of factors which collectively describe the nature of the institution, its capability and limitations; this analysis is to be restricted to those factors which are within the control of the institution and which play a significant role in determining the most appropriate course of action for the institution. Topics to be considered, among others, will include: Basic Policies, Resources, Organization

EXTERNAL ANALYSIS

A catalog and analysis of those factors, outside of the control of the organization, which serve as constraints or whose interaction with the organization determine the appropriate behavior modes for the organization.

STRENGTHS

Characteristics or intangible assets which provide a definite advantage in carrying out the mission. Usually imply an opportunity for exploitation beyond the present level of use. The purpose of stating strengths is to establish a list of existing, internal, under-utilized resources which represent competitive advantages and/or opportunities for immediate additional achievements.

WEAKNESSES

Characteristics or deficiencies which impair ability to carry out the mission. Usually imply a threat of possible further loss of effectiveness or which place the organization at a competitive disadvantage. The purpose of stating weaknesses is: 1. To spotlight existing or potential major problems which pose a threat to the continuing success of the organization. 2. To indicate those areas which at present offer no potential for exploitation to implement the mission.

ASSUMPTIONS

Problematical statements about future events which cannot be predicted by logical processes and are beyond the control of the organization. The purpose of assumptions is: 1. To maximize the probability of accurately forecasting future trends and events. 2. To create broad understanding of the assumptions which have been made. 3. To create an awareness of the uncontrollable events which are likely to have an impact on the organization and thus should be monitored to maintain knowledge of current trends.

CONTINUING OBJECTIVES

Quantitative or qualitative statements which collectively describe the conditions which will exist on a continuing basis when the organization is fulfilling its mission.

SPECIFIC OBJECTIVES

Quantitative statements of specific results or ends which must be accomplished by specific dates, and which are essential to the accomplishment of the continuing objectives.

STRATEGIES

Statements of the means which will be employed to achieve the results specified in the specific objectives.

FAVW:ees 10/21/70

PROPOSED MANAGEMENT DEVELOPMENT PROGRAM
FOR
NORTH SYRACUSE CENTRAL SCHOOL DISTRICT

Participants

1. Teacher Association Leaders
2. All Faculty
3. Administrators
4. School Board

Program Objectives

1. A well defined, rational role established for all members of the organization.

2. A well defined procedure for making all necessary decisions on a timely basis.

3. Clearly defined, measurable objectives for the school district in terms of student development; objectives developed by all participating groups.

4. Priorities by which objectives will be ranked.

5. A mutually acceptable strategy for developing cooperative action between administration and faculty.

6. An evaluation system capable of diagnosing student needs, measuring student ability and progress, and evaluating effectiveness of the system and its teachers.

Mgmt Concept

AMERICAN MANAGEMENT ASSOCIATION

December 14, 1970

EXECUTIVE STAFF, STATE OF NORTH CAROLINA

Mission

The mission of the North Carolina SEA is to insure educational results for all students commensurate with individual needs, interests, and abilities and the needs of society leading to immediate and appropriate continued education and/or employment.

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AMERICAN MANAGEMENT ASSOCIATION

October 12, 1970 - a.m.

Department of Education - North Carolina

Definitions

1. Student - those in grades k - 12

2. Elementary-secondary (ES) includes all activities and curriculum usually encompassed in the k - 12 program.

3. SEA educational program (for purposes of this discussion) will include everything except:

   a. prekindergarten programs
   b. community colleges
   c. vocational rehabilitation

4. Saleable Skills - Those which will enable the individual to earn a living.

5. Basic Policies - self-imposed constraints which are adopted by the State Board of Education.

6. Rules, Regulations and Guidelines specify the means by which strategies are implemented, and are established by management.

7. Restraints - those constraints imposed by outside groups.

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AMERICAN MANAGEMENT ASSOCIATION

October 12, 1970 - p.m.

DEPARTMENT OF EDUCATION - NORTH CAROLINA

Characteristics

"Tell it like it is"

1. Our objectives are not measureable.
2. Trying to do too much with too little.
3. Too much time spent putting out fires.
4. Are beginning to develop an image of leadership.
5. Relationships between SEA and LEA are vague and mostly unwritten.
6. Size of State Education System makes it difficult to manage.
7. The SEA is generally inadequately conceptualized.
8. Everybody wants to get into the act.
9. All segments are not involved in the decision-making process.
10. Basic resource decisions are not made in the SEA.
11. SEA is ineffective in developing and implementing change strategies.
12. SEA is nearly fully staffed with competent, dedicated people.
13. Have evolved an organization structure capable of meeting SEA objectives.
14. SEA has very positive national image.
15. There is a program for every child in the State.
16. Public is confused and frightened by rapid social change (integration).
17. Education is more of a political issue today.
18. Public belief in education remains strong.
19. Public is unwilling to accept public education today in the climate in which it must be provided.

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October 12, 1970 - p.m.

DEPARTMENT OF EDUCATION - NORTH CAROLINA

Characteristics, Con't.

20. Expectations of parents and students have outpaced the performance of the educational system.

21. Student unrest in higher education is spilling over into elementary-secondary education.

22. Information explosion has produced increased need for curriculum development.

23. Training of educational personnel is inadequate.

24. There are more identified problems today than in the past.

25. Emphasis on individual rights has had a profound effect on schools.

26. LEA Board members are beginning to question the professional educators.

27. Local "traditional power structure" less active in LEA boards.

28. Public leadership is less experienced and is dealing with more complex problems.

29. Today's students are more informed, more honest and more sensitive to the needs of others.

30. Principals are not properly equipped for the responsibilities placed upon them.

31. Administrators resist change more than teachers.

32. Administrators are required to spend too much time on legal matters at the expense of educational problems.

33. Funding is too restricted, untimely and unpredictable.

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AMERICAN MANAGEMENT ASSOCIATION

October 12, 1970 - a.m.

DEPARTMENT OF EDUCATION - NORTH CAROLINA

Beliefs

The North Carolina SEA, as it relates to the elementary-secondary program, believes that:

1. The SEA has the prime, though not exclusive, leadership responsibility for providing an adequate and appropriate educational experience commensurate with the abilities, needs and interests of all students on a state-wide basis.

2. The relationship of responsibilities between the FEA, SEA, LEA should be defined and accepted.

3. The SEA must effectively blend service and regulation to fulfill its responsibility.

4. The SEA should develop a structure for the effective involvement of all segments of society in educational decision-making.

5. The SEA should consider its impact on the human ecology of the state, recognizing that education is the most important function of government.

6. The SEA should be ultimately responsible for evaluating the effectiveness of education in the state.

7. The SEA should bring about productive change in the educational processes within the state.

8. All students leaving the elem. - sec. schools should have acquired knowledge, skill, attitudes and habits resulting in:

   a. immediate employment and/or continuing education
   b. cultural development
   c. physical and mental health
   d. responsible citizenship
   e. satisfying human relations
   f. an appreciation of and a belief in the values of education

AMERICAN MANAGEMENT ASSOCIATION

October 12, 1970 - p.m.

DEPARTMENT OF EDUCATION - NORTH CAROLINA

Beliefs, Con't.

9. The SEA should take a leadership role in coordinating all services to children in the state.
10. Early childhood education must be a top priority.
11. There must be a dramatic increase in occupational education programs.
12. Professional educators must have longer terms of employment.
13. Transportation of students must be relevant to the educational program.
14. School administrative units should be better organized and managed.
15. Education should be integrated.
16. Pre-service and in-service training for personnel must be dramatically improved.
17. Drastic changes in the utilization of personnel must be effected.
18. All students must develop acceptable competency in the communication and computation skills.
19. Curriculum development is a primary responsibility of the SEA and must be developed at various levels with defined responsibilities at each level.
20. The SEA is responsible for improving the caliber of educational leadership.
21. Educational technology must be more readily available and used more effectively.
22. The SEA must assume leadership in educating for evolving social change such as drug abuse, environmental science, sex education and mental illness.
23. Educational resources and facilities must be used more effectively and efficiently.
24. Educational resources should be provided on a noncategorical basis.
25. Useful educational research should be the responsibility of the SEA.
26. The SEA should provide a coordinated educational information system.

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DEPARTMENT OF EDUCATION - NORTH CAROLINA

Beliefs, Con't.

27. There should be a state-wide system of experimentation and model development.

28. Compensation should be related to responsibility and performance.

29. Student activities should be designed to provide for wide participation and should be an integral part of the total educational program.

30. Student evaluation system should be revised.

31. There should be a vast increase in guidance, counseling and psychological services.

32. The informal education system should be utilized more effectively.

33. The feeding of students should be relevant to the educational program.

34. We believe that the SEA must take and/or encourage action which shows promise of improving the results of the education system, unless such action is specifically prohibited by law.

AMERICAN MANAGEMENT ASSOCIATION

October 15, 1970 - a.m.

DEPARTMENT OF EDUCATION -NORTH CAROLINA

Belief Statements in Order of Priority

1. The SEA has the prime, though not exclusive, leadership responsibility for providing an adequate and appropriate educational experience commensurate with the abilities, needs and interests of all students on a state-wide basis.

2. All students leaving the elementary-secondary schools should have acquired knowledge, skill, attitudes and habits resulting in:

   a. Immediate employment and/or continuing education
   b. Cultural development
   c. Physical and mental health
   d. Responsible citizenship
   e. Satisfying human relations
   f. An appreciation of and a belief in the values of education

3. The SEA should develop a structure for the effective involvement of all segments of society in educational decision-making.

4. The SEA should be ultimately responsible for evaluating the effectiveness of education in the state. To whom

5. The SEA should bring about productive change in the educational processes within the state.

6. The relationship of responsibilities between the FEA, SEA, and LEA should be defined and accepted.

7. The SEA must effectively blend service and regulation to fulfill its responsibility.

8. The SEA should take a leadership role in coordinating all services to children in the state.

9. The SEA should consider its impact on the human ecology of the state, recognizing that education is the most important function of government.

AMERICAN MANAGEMENT ASSOCIATION

October 15, 1970 - p.m.

DEPARTMENT OF EDUCATION - NORTH CAROLINA

Belief Priorities

#	RM	HTC	HW	RS	ACD	ACP	JR	JTB	RMA	OF	JHM	ELW	Average	Order
10	A	A		A	B	A	A	A	B	A	A	A	1.18	3
11	A	A		A	B	A	A		A	A	A	A	1.10	1a
12	A	A		A	A	A	A	B	A	A		A	1.10	1b
13	B	B	B	B	B	C	B	C	B	C		B	2.27	16
14	A	A	A	A	A	A	B	B	A	B	A	A	1.25	4
15	A	A		A	C	A	B	A	A	A	A	A	1.27	5
16	B	B	B	B	B	A	C	A	A	A	A	B	1.66	8
17	B	B	B	B	A	A	A	A	A	B	B	B	1.58	6
18	A	A	A	A	A	B	A	B	A	A	A	A	1.17	2
19	C	C	C	A	B	B	A	A	C	A	A	C	2	12
20	B	B	B	B	A	A		A	A	A	A	B	1.45	5
21	B	B	B	B	C		C		C	B	B	B	2.30	17
22	A	A	A	B	C	B	C	A	B	C	B	A	1.83	10
23	B	C	C	A	A	B	B	A	B	B	A	C	1.92	11
24	B	C	C	B	C	C	C	C	A	C	B	C	2.58	18
25	C	B	C	B	B	B	B	C	A	B	B	A	2.08	13a
26	C	A	A	C	A		C	B	B	C		B	2.1	14
27	B	A	A	B	A	B	A	C	C	B	B	A	1.75	9
28	A	C	C	B	B	B	A	B	B	C		C	2.17	15
29	B	C	C	B	C	C	C	B	C	C		C	2.73	20
30	A	B	B	C	B	C	A	B	C	B	B	B	2.08	13b
31	B	C		C	C	C	B	C	C	B	B	C	2.64	19
32	C	C	C	C	C	C	B	B	C	C		C	2.82	21
33	C	C		C	C	C	C	C	C	C		C	3	22
34	B				A	A	A	A	A	C		C	1.63	7

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AMERICAN MANAGEMENT ASSOCIATION

October 13, 1970 - a.m.

DEPARTMENT OF EDUCATION - NORTH CAROLINA

Basic Policies

1. SEA shall operate within the biennial appropriation of the North Carolina legislature.

2. Appropriations must be used only for the purposes and objects for which appropriated unless transfers are approved by the Director of the Budget and by the Budget Commision.

3. Funds appropriated to the Board must be allocated under formulas and policies adopted by the Board.

4. Rates charged to school administrative units under the school insurance fund shall be established by the Board.

5. The SEA is subject to the direction of the State Department of Administration, (budgets, purchasing, transportation, data processing, federal relations, planning, etc.) and the State Personnel Agency in matters affecting personnel, and to the State Auditor as to accounting systems.

6. The SEA is subject to the direction of the USOE with respect to federal funding or programs funded jointly.

7. The SEA will establish a standard course of studies for each grade level.

8. The SEA shall adopt basal tests in support of #7.

9. The SEA will warehouse and distribute basal tests.

10. The course of study is limited to grades 1 - 12 with the exception of experimental kindergarten.

11. All pupils will be provided 180 days of instruction with a minimum of 6 hours of classroom instruction per day.

12. Children must attend school between the ages of 7 and 16 inclusive, and the SEA cannot permit entrance prior to six years of age.

13. Certification is a prerequisite to professional employment.

14. The SEA cannot recognize professional negotiations as a legal process.

15. The SEA cannot legally create and/or dissolve administrative units or schools.

AMERICAN MANAGEMENT ASSOCIATION

October 13, 1970 - p.m.

DEPARTMENT OF EDUCATION - NORTH CAROLINA

Strengths

1. State government, State Board and staff committed and dedicated to better education.
2. Highly centralized state school system.
3. Competent public officials.
4. High percentage of children attend public schools.
5. Tradition of public commitment to public education.
6. Broad range of education programs and services.
7. Responsible fiscal management.
8. High percent of state support.
9. Reasonably well integrated.
10. Competent and well-trained staff.
11. Increased use of paraprofessionals.
12. Strong support from post secondary education.
13. Open climate that encourages problem solution.
14. Adequate physical facilities at local level.
15. National and local image of SEA improving
16. Increasing involvement, especially by young people.
17. Support from cooperating agencies, i.e., LINC., Ford, etc.
18. State-wide basic salary schedule.
19. State supported transportation system.
20. Strong, aggressive SEA.
21. Improving public information system.

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DEPARTMENT OF EDUCATION - NORTH CAROLINA

Strengths, Con't.

22. Public acceptance of comprehensive educational programs.
23. Text and teaching supplies provided for all on a minimal basis.
24. State insurance system.
25. Expectations of the public.
26. State-wide ETV system.
27. State supported in-service program.
28. Rate of consolidation in last decade.
29. Strong professional and lay organizations with good relations with SEA.
30. Good school food service program.
31. Reduction of dropout rate.

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DEPARTMENT OF EDUCATION - NORTH CAROLINA

Weaknesses

1. Lack of flexibility in use of funds.
2. Existence of small schools and administrative units.
3. Void in past measurement procedures.
4. Lack of clearly defined goals and priorities in subdivisions of department.
5. Confusion between (tradition) politics and social change.
6. Relationships between SEA, LEA and FEA are not clearly defined.
7. Laws too detailed, thus lack of flexibility.
8. Working in a crisis arena.
9. Inadequately trained personnel.
10. Problem of making change.
11. Impact of technology and inability to adjust.
12. Lack of a commitment to understanding of the concept of involvement.
13. Lack of planning - track record.
14. Intra- inter-agency cooperation.
15. Lack of understanding of roles at different levels.
16. Communications difficulties.
17. Interpretation of program - track record.
18. Impact on federal confusion (USOE) on SEA.
19. Inadequate resources.
20. Untimely appropriations for educational programs. (Fed.)
21. Massive responsibilities.

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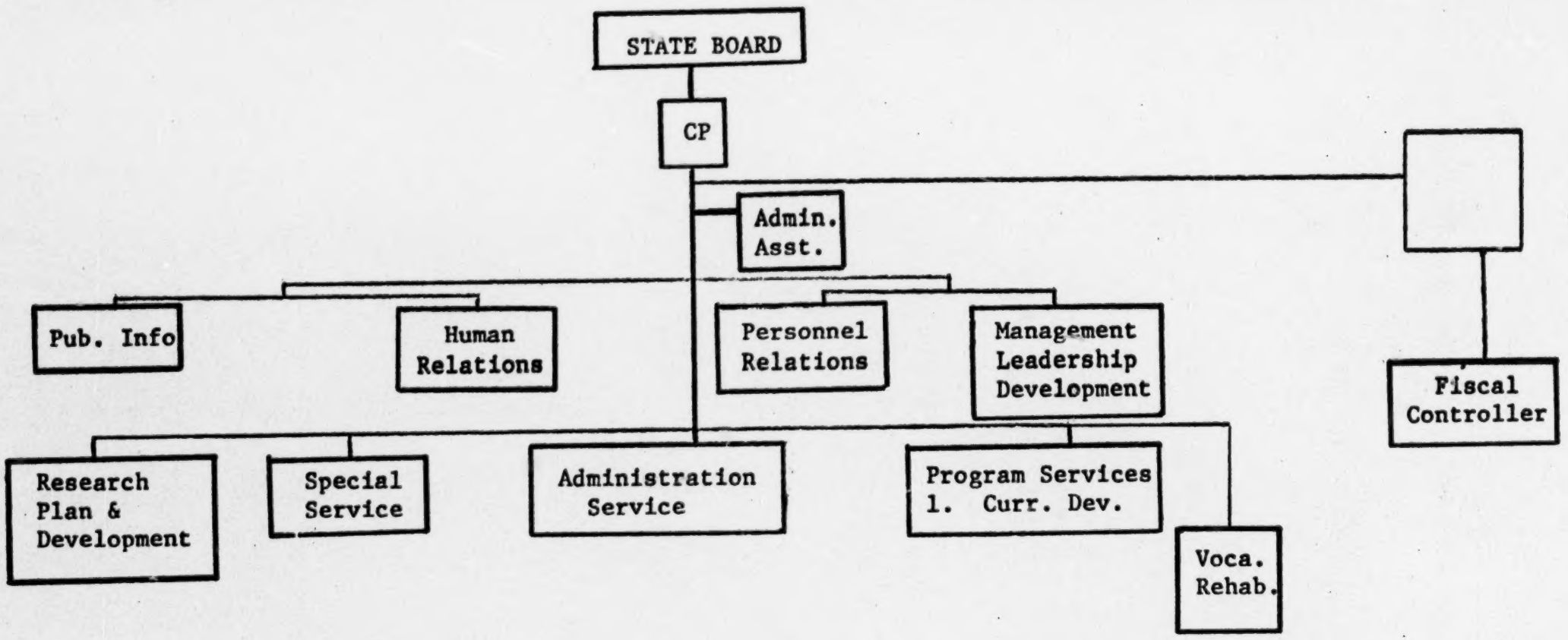
DEPARTMENT OF EDUCATION - NORTH CAROLINA

Weaknesses, Cont.

22. Weakness in management information system.
23. Weakness in state government structure. ✓ external
24. Inability to attract competent personnel.
25. Lack of staff to carry out reorganized functions.
26. Profession not attractive to new personnel - salary and other compensations.
27. Unfortunate classroom teacher image portrayed by classroom teacher leadership.
28. Compensatory education has not worked ??
29. Lack of "honest" individualized instruction?
30. Ineffective utilization of human and physical resources.
31. "Gaps" in curriculum.


STATE BOARD
CP
Admin. Asst.
Pub. Info
Human Relations
Personnel Relations
Management Leadership Development
Fiscal Controller
Research Plan & Development
Special Service
Administration Service
Program Services 1. Curr. Dev.
Voca. Rehab.

AMERICAN MANAGEMENT ASSOCIATION

December 17, 1970

EXECUTIVE STAFF, STATE OF NORTH CAROLINA

A. Craig Phillips

<u>250 hours monthly - ACP next 6 months</u>

Executive Staff - group

15%

Individual Contact - Executive Staff
Other Staff
Outside

25%

152 Units

15%

Outside Agencies

10%

SCOOL BOARD 5% ?

? General Assembly - related

30%

20

AMERICAN MANAGEMENT ASSOCIATION

December 17, 1970

EXECUTIVE STAFF, STATE OF NORTH CAROLINA

Major Thrusts

A. Craig Phillips

General Assembly

Plan for Agency

Management Information System and related parts

Management and Leadership Division

Curriculum Division -- areas
- Reading
- Early Childhood
- Occupational Education

Program Development

- Early Childhood
- Occupational Education
- Reading

Compensatory Education

Review - revision - solidification

Relationships

152 Units
School Boards
Other Agencies
PTA
National
Commissioners

AMERICAN MANAGEMENT ASSOCIATION

December 17, 1970

EXECUTIVE STAFF, STATE OF NORTH CAROLINA

Establish Priorities

1. List activities which you believe to be the most important things you have to do in the next 6 months, in order of importance.

2. Allocate your time to these activities over the next 6 months.

   a. Minimum time (%) required to do what needs to be done.

   b. % of time you are going to spend.

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AMERICAN MANAGEMENT ASSOCIATION

December 17, 1970

EXECUTIVE STAFF, STATE OF NORTH CAROLINA

Pio. - Six months prior

Tom I. Davis

		Should	Will
1.	Budget Climate	35%	50%
2.	SEA 2-way communication	5%	5%
3.	LEA P.R.	5%	5%
4.	Reorganize Pub. Section	5%	5%
5.	Routine	50%	15%
6.	Executive Staff		20%

AMERICAN MANAGEMENT ASSOCIATION

December 17, 1970

EXECUTIVE STAFF, STATE OF NORTH CAROLINA

H. T. Conner

		Should	Will
1.	Develop a plan for planning	25%	10%
2.	Develop a state-wide accessment program	25%	20%
3.	Develop a plan for state agency	25%	20%
4.	Develop a plan for administering the development program	25%	20%
5.	Administer special research program for Occup. Educ.	3%	10%
6.	Classification of Attorney General recommendations	1%	1%
7.	Requests from LEA's, Craig proposals	2%	5%
8.	Administration (Exec. Staff and own staff)	20%	20%

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AMERICAN MANAGEMENT ASSOCIATION

December 16, 1970

EXECUTIVE STAFF, STATE OF NORTH CAROLINA

Administrative Assistant

1. Coordinates operational procedures (calendar, agenda, etc.) of the Executive staff.

2. Represent State Superintendent in receiving responding to, and/or clarifying grievances and suggestions of the general public.

3. Screen and control initial flow of State Superintendent correspondence.

4. Coordinates activities and job assignments of State Superintendent secretarial staff.

5. Coordinates planning for and implementation of regular and special meetings of State Board of Education.

6. Serves as general resource person to all members of Executive Staff in administrative matters.

AMERICAN MANAGEMENT ASSOCIATION

December 16, 1970

EXECUTIVE STAFF, STATE OF NORTH CAROLINA

Administrative Services

Job Description

1. Generating support for E-S education.
2. Facilities planning services.
3. Service and regulation of school food services.
4. Establishment of regional centers.
5. Establish a system of lay involvement.
6. Title I?
7. Public information.
8. Private schools.
9. Civil defense education.
10. Trade schools.
11. Boards of Education, P. and A., Co. - Comm. and other organizations.

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AMERICAN MANAGEMENT ASSOCIATION

December 17, 1970

EXECUTIVE STAFF, STATE OF NORTH CAROLINA

Administrative Services

R. Max Abbott

		Should	Will
1.	Implementation of ARC planning, grant in W. Carolina	25%	3%
2.	Working with General Assembly	300%	67%
3.	Working with on-going division	10%	10%
4.	Working with problems related to legislation of federal level	10%	10T
5.	Emergency activities and office routine	1%	10%

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DEPARTMENT OF EDUCATION - NORTH CAROLINA

Controller of the Board

Textbook Division

1. Procurement
2. Distribution
3. Cost estimates

Insurance Division

1. Administrators (self-sustaining)
2. Insurance Program (fire and extended coverage of LEA facilities)

Transportation Division

1. Recruitment
2. Garage Supervision
3. Routing
4. Bus Evaluation
5. Establishes state subsidies
6. Recommends service improvements
7. In-service training for LEA personnel
8. Adjusts transportation claims against LEA

Plant Oper. Division

1. Improvement in operation of LEA facilities
2. Training of LEA maintenance personnel
3. Fuel purchases

Teacher Allotment Division

1. Administer State Board policies re: state-financed personnel
2. Decides on teacher allotment within limits of formula
3. Keep student attendance records

Accounting and Auditing Division

1. Maintains system to account for funds of the Board
2. Coordinates budget preparation
3. Cost estimates

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DEPARTMENT OF EDUCATION - NORTH CAROLINA

Controller of the Board - Accounting and Auditing Division, Con't.

4. Records allocation decisions
5. Disburses funds
6. Audit of state school funds
7. Field audits
8. Establishes fiscal procedures

Management Information Division

1. To supply information needs of SEA
2. To design specifications for bidding system

Statistics Division

1. Analysis of statistics for benefit of SEA

Personnel Division

1. Handles paperwork
2. Recruitment
3. Gathers payroll information

Division of Agency Services

1. Purchasing and storage
2. Parking
3. Shipping
4. Mail service
5. Central stores
6. Space allocation
7. Telephone
8. Maintenance and repairs

AMERICAN MANAGEMENT ASSOCIATION

December 17, 1970
revised final product

EXECUTIVE STAFF, STATE OF NORTH CAROLINA

Fiscal

A. C. Davis

	Should	Will
1. State Board of Education	10%	10%
2. Staff communication - fiscal	15%	20%
3. Staff communication - SDPI	20%	15%
4. Staff communication - LEA	15%	10%
5. Legislature	25%	40%
6. Office routine	10%	10%

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December 15, 1970

DEPARTMENT OF EDUCATION - NORTH CAROLINA

Fiscal Controller

1. Compliance with laws and policies of Board and of legislature.
2. Compliance with budget
3. Effective accounting
4. Purchasing for SEA
5. Fire and extended coverage insurance available to local schools.
6. Provides transportation system.
7. Plant maintenance services.
8. Allocation of school personnel.

AMERICAN MANAGEMENT ASSOCIATION

December 17, 1970

EXECUTIVE STAFF, STATE OF NORTH CAROLINA

Program Services

Jerry Melton

Curriculum Development	Should	Will
1. Non-graded early childhood program	10%	10%
2. Relevant middle school program	10%	10%
3. Occupational education	20%	20%
4. Reading program	5%	5%
5. PPS component	5%	5%
Field Services		
1. Improve effectiveness of LEA leadership	10%	10%
2. Models and demonstration programs	5%	5%
3. Higher educational and other agency involvement	5%	5%
4. Regional services	5%	5%
5. Staff development in E child education, OC ed. Individ. Inst. comp., inst. media	10%	10%
Organizational Patterns	5%	5%
- Early childhood education		
- Middle school		
- Secondary school		
- Categorical program		
Brokerage Services	10%	10%

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AMERICAN MANAGEMENT ASSOCIATION

December 15, 1970

EXECUTIVE STAFF, STATE OF NORTH CAROLINA

Program Services

I. Planning, administering and participating in curricular development.

   a. Defining needs
   b. Managing process
   c. Coordinating resources and related agencies
   d. Conferring with groups
   e. Attending conferences

II. Planning, administration and participating in field services.

   a. Ascertaining needs
   b. Managing a staff.
   c. Developing techniques
   d. Conferring with groups
   e. Listing in field
   f. Coordinating related services
   g. Organizing resources and distributing services

III. Providing brokerage services.

   a. Coordinating with other sections
   b. Managing a staff
   c. Setting priorities

IV. Serving as a member of the Executive Team.

   a. Interpreting program areas to Team
   b. Interpreting Team decisions to staff and field
   c. Planning for agency and evaluating results
   d. Representing the Team in conferences, on boards, and other agencies

AMERICAN MANAGEMENT ASSOCIATION

December 16, 1970

EXECUTIVE STAFF, STATE OF NORTH CAROLINA

Research Planning and Development

Responsibilities: Hire personnel and manage their activities.

Purpose: Insurance that RP&D take place in LEA's and SEA.

Research: Conduct evaluations for SEA, special programs and federal programs.

a. Design evaluation models
b. Design and validate instruments
c. In-service training
d. Conduct research for ORL
e. Establish testing and data collecting programs and procedures
f. Coordination with Belmont
g. Consultant services on Res./Evaluation.
h. Proposal writings
i. Disseminate research information

Planning:

- Provide planning services to SEA
- Provide planning services to LEA's
- Provide long-range planning for North Carolina education
- Coordinate with Belmont
- Provide short-range planning
- Proposal writing
- Model cities coordination

Development:

- Write state plan for Title III
- Prepare annual reports for USOE
- Develop coordinated state-wide system of experimentation
- Identify priorities for experimentation
- Design experimental programs with state funds
- Design experimental programs with federal funds
- Develop criteria for funding of proposals
- Develop procedures for funding of proposals
- Assist LEA's in developing experimental programs
- Identify sources of foundation funds

Continued

AMERICAN MANAGEMENT ASSOCIATION

December 16, 1970

EXECUTIVE STAFF, STATE OF NORTH CAROLINA

Research Planning and Development

Development: Continued

- Prepare proposals for acquisition of foundation funds
- Negotiate budgets for experimental programs
- Conduct conferences for directors of experimental programs
- Direct monitoring/supervision of experimental projects
- Assist directors of advancement/governors and RELCV schools in development of experimental programs
- Administer Title III, VIII, CSIP
- Provide consultant services
- Disseminate information on experimental programs

Research and Development Library:

- Provide research and program reference material in 2 forms - printed and on film
- Package information on request to SEA/LEA and others
- Disseminate bibliographies on current research
- Assist in research tuilization - LEA's

AMERICAN MANAGEMENT ASSOCIATION

December 16, 1970

EXECUTIVE STAFF, STATE OF NORTH CAROLINA

Special Assistant for H.R.

Job Description

1. Service to SEA, LEA, FEA related to integration.
2. Coordinate with other agencies involved in the integration process.
3. Keep State Superintendent and staff informed about matters in the area of integration.
4. Supervise direction of the work of the Technical Assistant Staff.
5. Determine priorities for service to units.

AMERICAN MANAGEMENT ASSOCIATION

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EXECUTIVE STAFF, STATE OF NORTH CAROLINA

Special Assistant - Management and Leadership

1. To coordinate and to direct the development of management and leadership skills within the SEA, to implement more effectively the SEA objectives.

2. To serve as liason between SEA and LEA's in AMA experimental program to relate LEA programs to SEA activities, and conversely.

3. To acquaint Superintendents of LEA's (and their staffs) with basic principles of professional management and leadership techniques so that LEA's will implement these concepts. This will be coordinated with Division of Staff Development.

4. To direct the management and leadership development experiments conducted by the SEA (such as Smith-Reynolds internship program for Assistant Superintendents, the Ohio State U. internship program for business executives and the NASE of the AASA so that leadership techniques can be identified whose implementation will lead to better education results.

5. To represent SEA to other groups and agencies, governmental or otherwise, that may be interested in improving administrative acumen and educational leadership so that there will be cross fertilization of ideas and concerted efforts toward improvement. This would include such groups as the NCAE (Divisions of Superintendents and Principals) the N.C. State School Boards Association, LINC and the various university graduate programs in school administration.

AMERICAN MANAGEMENT ASSOCIATION

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EXECUTIVE STAFF, STATE OF NORTH CAROLINA

Management and Leadership Development

Ossie Fields

		Should	Will
1.	Function as an executive staff member	15%	20%
2.	Organize/direct Assistant Superintendent Intern	15%	15%
3.	Office routine (inc. relocation to Raleigh)	15%	10%
4.	Local in-service activity with adm. (dist. and LEA)	10%	10%
5.	Work within SEA on management	8%	10%
6.	Work with two experimental LEA's on management	14%	15%
7.	Informal conference meetings (AASA School Bds. NCAE, etc.)	10%	9%
8.	NASE, Ohio State University, LINC, etc.	5%	5%
9.	University contracts	3%	3%
10.	Legislature activities	5%	3%

AMERICAN MANAGEMENT ASSOCIATION

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EXECUTIVE STAFF, STATE OF NORTH CAROLINA

Planning

John M. Goode

		Should	Will
1.	Plan for planning	50%	30%
2.	Assist other - SDPI	20%	10%
3.	Write proposals	10%	50%
4.	Staff development	20%	10%

AMERICAN MANAGEMENT ASSOCIATION

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EXECUTIVE STAFF, STATE OF NORTH CAROLINA

Special Assistant for Personnel Relations

1. Liaison person between SEA and professional and non-professional organizations.
2. Serve as State Superintendent representative in individual personnel relations.
3. Coordinate efforts of FEA, SEA & LEA to maintain appropriate racial balance of employees.
4. Serve as State Superintendent and State Board representative in developing formal long-range negotiation procedures for State and local purposes.

AMERICAN MANAGEMENT ASSOCIATION

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EXECUTIVE STAFF - STATE OF NORTH CAROLINA

Special Assistant for Public Information

Job Responsibilities

Internal

1. Maintain a consistent apparatus of 2-way department communications.

2. Develop, produce department publications.

3. Advise top level management on all P.R. projects.

4. Represent department through mass media.

External

1. Represent SBE - SDPI Superintendent for political, government 2-way flow of information.

2. Feed back outside information to department managers.

3. Develop a system to encourage LEA's to maintain their own P.R. operation.

4. When in doubt - Punt!

AMERICAN MANAGEMENT ASSOCIATION

December 15, 1970

EXECUTIVE STAFF, STATE OF NORTH CAROLINA

State Superintendent

Job Responsibility

1. Management of staff
   - organization
   - planning
   - climate development
   - decision management
   - control

2. Staff selection of immediate subordinates.

3. Maintain a productive working relationship with the State Board of Education.

   a. Collectively and individually

4. Maintain a productive working relationship with:

   a. 152 school administrative units
   b. Teachers, etc.

5. Maintain public support for N.C. public E - S school systems.

6. Development of support, creating opportunities and priding resources through promotion of NCSEA.

7. Auxillary statutory duties

	Do	Should
1	24	
2		
3	10%	75% outside
4	65%	
5		
6		
7	1%	

AMERICAN MANAGEMENT ASSOCIATION

December 15, 1970

EXECUTIVE STAFF, STATE OF NORTH CAROLINA

Title I Functions

Approve local projects

Monitoring (observation for compliance)

Supplying Program Services

Disseminate Information

Disseminate Federal Regulations

Review LEA Evaluation

1) To assist LEA's in program development
2) To develop state-wide picture of Title I

Comparability

Develop Parental Councils

Development of projects around performance criteria

Fiscal management in Controller's office

AMERICAN MANAGEMENT ASSOCIATION

October 13, 1970 - p.m.

DEPARTMENT OF EDUCATION - NORTH CAROLINA

Environmental Factors

1. School financial support
2. Private school enrollment
3. Industrialization
4. Urbanization
5. School population
6. Personnel militancy
7. Educational technology
8. Scientific technology
9. Gap between "haves" and "have nots"
10. Political reaction
11. Educational accountability
12. Federal support for education
13. Youth activism
14. Women's lib
15. War
16. National economy
17. Pressure groups
18. Educational research
19. Foundation activity
20. Industrial interest in educational enterprise
21. % of GNP devoted to education
22. Social services
23. Adult education
24. Increased leisure
25. Early childhood education
26. College entrance requirements
27. Other social agencies
28. Integration
29. Pollution

AMERICAN MANAGEMENT ASSOCIATION

October 13, 1970 - p.m.

DEPARTMENT OF EDUCATION - NORTH CAROLINA

Assumptions

1. School financial support will increase on an average of 8% per year over the next 5 years with little change in flexibility in use of funds.

2. Private schools will increase in population by 20% each year for the next three years. The state SEA will need to exercise more "control" over private schools. There will be great pressure for the use of public funds for private schools.

3. The state will move from an agricultural to a more industrial society, creating greater demands for vocational and technical education and a more relevant program for all students.

4. Migration from inner city and rural areas to the suburbs. This will tend to cluster poor people, predominantly black, in the inner city. Affluent people will be clustered in other districts, and this will increase social tensions and create family problems.

5. Public school population will decrease on an average of 1% per year for each of the next 5 years. The greatest part of the decrease will be felt on the elementary level.

6. Personnel militancy will increase. This will require better leadership. Professional negotiations will become a reality in the next 5 years. Professional and nonprofessional unions will become a reality in the next 5 years.

7. Educational technology will increase. Possibilities unlimited! Change the role of the teacher drastically, change the design of facilities. Make textbooks and materials and techniques obsolete.

8. Scientific knowledge will increase. Again, unlimited possibilities. This will require us to change.

9. Gap between "haves" and "have nots," as relating to educational opportunity to students, will decrease.

10. Political reaction will increase because of the growing two-party system, and the increase of involvement among lay-citizenry in political affairs will place demands on public schools for increased performance.

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DEPARTMENT OF EDUCATION - NORTH CAROLINA

Assumptions, Con't.

11. Educational Accountability

a. Demand for a total program of accountability will increase.
b. Performance standards will be developed by January, 1973.
c. Expertise will develop rapidly.
d. Many appropriations will be based on results of account.

12. Federal support for education

a. 1975 - Fed. Gov't. will be carrying 25% of load.
b. Categorical aid will continue in the main.
c. More funds will be coming to the state agency in the form of "block" grants.
d. Power of U.S. Office of Education will diminish.
e. Power of Federal Gov't will increase.

13. Youth Activism

a. Will "level off" and show more responsibility.
b. Adult leadership will find better ways to utilize youth activism.
c. "18-year-olds" will be voting.

14. Women's Lib

a. Role of female in "decision-making" will increase.
b. Equalization of pay.
c. More women in leadership roles.

15. War

a. Less money in military complex.
b. More money in social service and environmental problem.

16. National Economy

a. Will not improve in the next 3 years.
b. Dollar will continue to buy less.
c. Distribution of wealth will broaden.

17. Pressure Groups

a. "Right" wing groups will grow in influence.
b. Black militancy is subsiding or going underground.
c. Learn to deal more adequately with pressure groups.

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DEPARTMENT OF EDUCATION - NORTH CAROLINA

Assumptions, Con't.

18. Educational Research

a. National Inst. for Educational Research will come into being.
b. "Educational Lag" between educational research and utilization will be reduced.

19. Foundation Activity

a. Will continue their influence on educational and social change.
b. Number of new foundations will not grow significantly.
c. Will move more and more toward nonconventional institutions.

20. Industrial interest in educational enterprise will increase significantly.

21. By 1975 the share of available funds being used for education from North Carolina state resources will decrease. The % of funds from FEA will increase by 20% by 1975. Local support will remain constant. The total resources per child will increase by 25%.

22. The support for social services will increase at all levels of government resulting in an increase in support of 50% by 1975. Schools will have an increasing role in S.S.

23. The need for adult education will increase by 25% by 1975.

24. Increased leisure time of adult population will increase by 20% by 1975. Schools must increase services to meet this.

25. Day care services will be provided to those who desire it by 1975, resulting in a more structured environmental background for pupils and a smaller % of funds available for K - 12.

26. CEB use will decrease with earlier identification via effectual, cognitive and psycho-motor skills.

27. Greater influence on psycho-motor and claims on education $ by other agencies will increase.

28. By 1975 the physical compliance aspects of racial integration will have been solved. We will continue to have black and white schools due to concentration of population, and social segregation will continue voluntarily.

. Education concerning pollution will be required, laws will be stringent and standards will be enforced.

AMERICAN MANAGEMENT ASSOCIATION

December 15, 1970

EXECUTIVE STAFF, NORTH CAROLINA

Continuing Objectives

A. Consistent with a realistic appraisal of their needs, interests, and abilities, all students in the State of North Carolina leaving the elementary-secondary schools will:

1. Be qualified to either continue formal education or become employed

2. Demonstrate competencies in the arts sufficient to enable the student to make wise value judgments and to make creative use of his artistic talents

3. Demonstrate the skills, knowledge, attitudes and habits necessary to develop sound mental and physical health

4. Demonstrate the skills, knowledge, attitudes and habits necessary for effective and responsible citizenship

5. Demonstrate the skills, knowledge, attitudes, and habits necessary to develop constructive human relationships

6. Demonstrate scientific literacy

7. Demonstrate communication and computational skills

8. Complete an elementary-secondary school program

9. Find school satisfying and will develop an appreciation for and a belief in learning

B. Provide resources and services necessary to achieve the mission and continuing objectives of the N.C.S.E.A.

AMERICAN MANAGEMENT ASSOCIATION

December 16, 1970

EXECUTIVE STAFF, STATE OF NORTH CAROLINA

Continuing Objectives

B. Provide resources and services necessary to achieve the mission and Continuing Objectives of the NCSEA.

B.3. By 6/29/71 the plan for the SEA will be written and approved by the State Superintendent of public instruction.

Structure composing; hard to relate to process

STRATEGIES

B.3.1. Assistant Superintendent for R.P.&D. will develop a plan for planning.

PROGRAMS

B.3.1.1. By 1/28/71 H.T.C. will present a draft of the plan for planning to the members of the Executive Staff.

B.3.1.2. Executive Staff meeting to review plan for planning will be held on 2/2/71.

B.3.2. Division Directors to be involved in the development of the plan for planning.

PROGRAMS

B.3.2.1. Before 1/15/71 an orientation meeting will be held by the State Superintendent with Division Directors to acquaint them with the intent of planning procedure process, to be followed, and their role in the process.

B.3.2.2. T. I. Davis will see that the remainder of the staff is oriented by 2/1/71.

B.3.3. Review of plan for planning by Executive Staff and acceptance by State Superintendent.

PROGRAMS

B.3.3.1. On 1/6/71 the State Bd. of Ed. will be apprised of the status of the planning process and the plans for its development and implementation.

B.3.3.2. By 7/1/71 the plan for the SEA will be presented to the State Bd. of Ed. by the State Supt. for appropriate action.

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DEPARTMENT OF EDUCATION - NORTH CAROLINA

Continuing Objectives

1. Consistent with a realistic appraisal of their interests and abilities, all students in the State of North Carolina leaving the E-S schools are qualified to either:

   a. Become employed in a job consistent with a realistic appraisal of their interests and abilities.
   b. Continue formal education consistent with a realistic appraisal of their abilities and interests.

2. Consistent with a realistic appraisal of their interests and abilities, all students in the State of North Carolina will acquire, before leaving the E-S school, knowledge, skills and attitudes in:

   a. Art
   b. Music
   c. Drama
   d. Dance
   e. Literature
   f. Cultural diversity
   g. Man and his environment

3. Consistent with a realistic appraisal of their interests and abilities, all students in the State of North Carolina will acquire the skills, knowledge, attitudes and habits necessary to develop sound mental and physical health.

4. Consistent with a realistic appraisal of their interests and abilities, all students in the State of North Carolina will acquire the skills, knowledge, attitudes and habits necessary for responsible citizenship.

5. Consistent with a realistic appraisal of their interests and abilities, all students in the State of North Carolina will acquire the skills, knowledge, attitudes and habits necessary to develop satisfying human relationships.

6. Consistent with a realistic appraisal of their interests and abilities, all students will develop an appreciation for and a belief in learning.

7. All students will complete the elem.-sec. program.

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DEPARTMENT OF EDUCATION - NORTH CAROLINA

Specific Objectives

1.1 By July 1, 1972, 80% of the 12th grade student population, approximately 35%, who have an I.Q. of at least 110 and at least a "B" average or a high degree of aptitude in a specialized field, will be 'qualified' to continue in a formal educational program.

1.2 By July 1, 1972 the other 20% of the 12th grade student population who have an I.Q. of at least 110 and at least a "B" average or a high degree of aptitude in a specialized field will be 'qualified' for employment.

1.3 By July 1, 1972, 95% of the student population who leave school with less than an I.Q. of 110 and less than a "B" average or without a high degree of aptitude in a specialized field will be qualified for either productive employment or continued education.

1.4 By June 1, 1972, 60% of the student population in grades 3, 6, 9 and 12 will be achieving at grade levels (National norms) on communicational and computational skills as measured by standardized achievement tests.

1.5 By July 1, 1972 all students at the 8th grade level will meet minimum established standards for undertaking a program at the secondary school level which will prepare them for a job and/or additional educational training at the time they leave school.

2.1 By 7/1/75, 75% of students completing secondary school will have demonstrated at least one skill in two of the following areas:

a. Art
b. Music
c. Drama
d. Dance

2.2 By 7/1/75, 80% of students completing secondary school will demonstrate proficiency in reading music as measured by_____.

2.3 By 7/1/75, 90% of all students completing E-S school will have acquired skills attitudes, knowledge, and habits in the cultural arts as measured by_____.

3.1 By 7/1/72, 99% of the student population will have no serious mental or physical health difficulties that will prevent participation in school at least 165 days each year.

4.1 By 7/1/72, ___% of students completing E-S programs will have skills, knowledge, attitudes, and habits necessary for the practice of responsible citezenship, as specified below:

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DEPARTMENT OF EDUCATION -NORTH CAROLINA

Specific Objectives, Continued

4.2 By 7/1/72 ___% of students completing E-S programs will have skills, knowledge, attitudes and habits in economics, government and sociology sufficient for the practice of responsible citizenship, as specified.

4.3 By _____ ___% of all students completing the first 4 years of school (first 9 years of school) will have acquired skills, knowledge, attitudes and habits in economics, government and sociology, sufficient for the practice of responsible citizenship within the school environment, as specified below:

5.1 By 1/1/72, 60% of all 12th grade students in N.C. will score 80 or more on a 100 point scale designed to measure the attitudes of students toward the opposite race.

5.2 By 6/1/72, 98% of graduating students will leave the school system without a serious confrontation with the law, excluding minor traffic violations.

6.1 By 7/1/73 students will increase their belief in learning by increasing their voluntary enrollment in summer school by 10%.

6.2 By 9/1/72 students will demonstrate their belief in learning as shown by a 10% increase from 1971 in the summer circulation of E-S level books in a random sample of public libraries and school summer library programs.

6.3 By 9/1/74 students will demonstrate their value of education by increasing by 5% the number of secondary students who elect more than a minimum program when compared with 9/1/71 data.

6.4 By 10/1/72 the public confidence in the school system will increase by 10% as measured by a Gallup type poll conducted at yearly intervals.

6.5 By 2/1/71 a randon sample of students will demonstrate their belief in learning as measured by an attitude scale to be developed by the Division of Research by 12/1/70.

7.1 By 6/1/72 the drop-out rate for that period of time between the beginning of the 9th grade and the end of the 10th grade will be reduced from 25% to 20%.

7.2 By 6/1/73 the drop-out rate between the 5th and 12th grades will be reduced from 50% to 40%.

7.3 By 1982, 90% of the students entering the 1st grade in 1970 will complete school.

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DEPARTMENT OF EDUCATION - NORTH CAROLINA

Specific Objectives

1. To increase the holding power of the system by 20% by 9/1/75.

2. To increase the number of students in vocational education programs by 9/1/75.

3. By 7/1/75 regional services will be available in all 8 educational districts in each of the major program service divisions.

4. By 7/1/75, 75 LEA's will have in operation a "professional management" system meeting the following criteria, (to be developed by_____), to include objectives in program, staff development, resource allocation and an evaluation system.

5. By 7/1/75 the detailed systems design for the management information system, as outlined in the report of Management Consultants, will be complete.

6. After 6/1/74, no school time will be lost due to student disorder or boycott.

7. By 7/1/75 there will be a minimum of two E-S state-financed exemplary experimental programs in each of the 8 educational districts.

8. By 7/1/75 operational procedures will be established for diffusion of exemplary practices developed in the experimental centers in each of the state's 8 educational districts.

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EXECUTIVE STAFF, STATE OF NORTH CAROLINA

Operational Priorities

	JM	JG	RM	BS	AC	CP	TD	JR	OF	HW	MA	EW	HT	
1. Communication & Computation	1	1	2	2	3	1	4	1	1	1	1	1	3	22
2. Citizenship	2	3	3	3	2	3	3	4	3	3	3	3	1	36
Iuman Relations	3	4	1	1	5	2	1	5	2	2	2	4	5	42
4. Health	4	5	4	4	1	5	5	6	4	4	4	5	2	51
Scientific	6	2	5	5	4	6	2	2	6	5	5	2	4	54
Artistic	5	6	6	6	6	4	6	3	5	6	6	6	6	71

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B.1 Should be geared to key result areas, Norm

Strategy

B.1.1. Establish student personnel information system to:

1. Provide information so that the general public will increase its understanding of the attainments, needs, and the problems of the school.

2. Provide information so that the State legislature will be better able to enact legislation appropriate to the educational needs of the state.

3. Provide information to the State Department of Public Instruction in order to facilitate the identification of needs and priorities for purposes of planning and directing the improvement in the State.

4. Provide information to local school units in order to assist them in their efforts to identify needs and priorities as they plan and administer local school programs.

5. Provide information to pupils in order to assist them in making wise plans and decisions.

6. Provide information to the State Department and local units in order to assist both in meeting State and Federal accountability requirements. For example, Title I, Emergency School Act, Migrant Program, etc.

7. Provide information to the State and local units in order to assist both in evaluating special experimental programs. For example, the effect of merger or integration on achievement, the effect of class size on achievement, the effect of classroom climate on achievement.

Programs

1. Develop a climate of acceptance for students' personnel information system.

2. Develop complete specifications, procedures, materials costs and timetable for implementation.

3. Establish policy for control of system and data.

basics to promote national & specific system.

Continued

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Strategy

Programs, Continued

4. Secure financial resources to develop and implement program.

5. Establish in-service training program for all those involved in administration and interpretation of student personnel into system.

6. Recruitment of staff.

7. Establish means for data collection for processing.

8. Interpretation and dissemination of data.

EXECUTIVE STAFF, STATE OF NORTH CAROLINA

Strategies

	Purpose	Cost	Minimum Time
A.7.1. By 1975 all students who are two or more grade levels below expected achievement will raise achievement in basic skills by at least 1½ grade levels each.			
A.7.1.1. To concentrate SEA effort on development of basic skills for the lower quartile of the student population in terms of achievement.			
A.7.1.2. To make the basic skills programs meaningful to the student by relating it to the world of work and practical problem solving in society.			
A.7.1.3. To raise the aspiration level of the low-achievement students by building a strong self-image.			
A.7.2. By 1975 to have students in top 2 quartiles in the end of 12th grade achieve at least at 12.9 grade level on standard achievement tests in basic skills.			
A.7.2.1. To develop communication and computational skills, consistent with individual abilities through the introduction of new concepts and information.			
A.7.3. By 1975 to have students in the third quartile at the end of the 12th grade achieving at an 8.5 level on a standard achievement test in basic skills.			

EXECUTIVE STAFF, STATE OF NORTH CAROLINA

Strategies

		Purpose	Cost	Minimum Time
C.O.#B	Provide resources and services necessary to achieve the Mission and Continuing Objectives of the North Carolina SEA.			
B.1	Develop an information base in key result areas by _____.			
B.1.1.	Evaluate student achievement and potential at grade levels 1,5,9 and 11 in basic skills on on a random sample basis. Purpose: 1) To evaluate present results. 2) To establish objectives.		$100,000 ± 50,000	5/1/71 Will have analysi of data completec
B.1.2.	Establish criteria for a uniform, state-wide student assessment system (H.T. to have recommendation Wed. p.m.) (approx. 24 hrs.) Purpose: 1) To permit LEA's to improve effectiveness. 2) To tell SEA what results being achieved where.			
B.2.	Complete the formulation of specific objectives for the department. _____ Establish priorities and secure approval by _____.			

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DEPARTMENT OF EDUCATION - NORTH CAROLINA

Strategies

1. Evaluate relevance of present curriculum to continuing objectives.
2. Evaluate present evaluation system.
3. Evaluate competence of present personnel.
4. Develop and test pilot programs.
5. Develop field services.
6. Cost/effectiveness analysis.
7. Develop means for involving lay people in decision-making.
8. Evaluate present experimental programs.
9. Evaluate current performance of students (base line data).
10. Evaluate effectiveness of in-service training.
11. Establish criteria determining whether or not graduates meet Continuing Objectives 1a and 1b.
12. Gain public support for professional management of schools.

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	As it is						As it should be
As It Is	CP	ACD	JM	JB	MA	HTC	
Title I Projects							
Field Service	1C		2C	2C	1B	2C	1. Responsibility for results
Evaluation	1C		2C	2C	1B	1B	2. Responsibility for support
Administration							
Development							
Planning							

A. Authority to decide without consultation

B. Authority to decide and inform someone

C. Authority to decide after consultation with "A"

ORGANIZATIONAL DECISIONS

HTC 1. Responsible for all evaluation
2. Authority to select personnel for evaluation of special projects with concurrence of project director.

JM 1. Responsible for results of all instructional services.

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Problem

Find ways to avoid duplication of effort in SEA in providing services to LEA's and to minimize confusion within LEA's in interpreting and following SEA advice and direction.

Definition

Field Service - An activity carried on by SEA personnel which makes a difference in the way in which things are done or in the results achieved by the LEA's.

Services to LEA's

1. In-service training of all personnel
2. Consultant services
3. Provide information
4. Regulatory
5. Inspection services

Format of Information or How N[illegible] Singletary Will View It

Student Grade 3.8

I.Q.			M.A.			Achievement	
Lang.	Non-Lang.	Total	Lang.	Non-Lang.	Total	Reading	Comprehension
115	118	117	10.2	10.4	10.3	OL	% Rank
						EL	Diff.
						4.5	93
						4.8	+.3

Possible Summaries by: Class, School, Unit, and State

For a given Grade level i.e., 3rd

(A)

	G.P.	I.Q.
Q1	2.3	85
Md.	3.9	103
Q3	5.6	120

(B)

G.L.	%	I.Q.
2.2	2	60
2.3	2	61
2.4	3	62
2.5	4	63
2.6	5	64
2.7	8	65
2.8	9	66

(C) Differences in Expected and Observed

Diff.	%
+1.6-2.0	4
+1.0-1.5	5
+ .6- .10	10
+ .1- .5	30
0.	20
- .1- .5	20
- .6-1.0	11
-1.0-1.5	6
-1.6-2.0	2

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a.m.

Executive Staff, State of North Carolina

Sampling Alternatives

At least three possible sampling alternatives exist for the portion of the evaluation system that deals with direct pupil measurement. The major differences in the three alternatives are the number of pupils tested and the degree of specificity of the results. In allof the three possibilities, data for pupil guidance will be provided for those students tested.

1. The least expensive procedure will produce results that will be useful to statewide intests only. It will not produce data that will be directly applicable to a LEA. A sample of approximately 10% of the student body will be needed. A 3x3 analysis will be used, which will produce data comparing pupil achievement, pupil ability, race, economic background, rural, and school size or any other combination of six variables.

2. To provide data that will be of use to the LEA leadership a significantly larger sample will be needed. If a 3x3 analysis is used which will use six variables a sample of approximately 50% will be needed. If more variables are desired a sample of more than 50% will be required.

3. To provide comprehensive analysis of all data collected a universal sample, or every pupil, will be required. This alternative will provide data that will be useful for pupil guidance for every child as well as program information on every school.

EXECUTIVE STAFF, STATE OF NORTH CAROLINA

Proposed Time Table

Report complete for Dissemination	August 1, 1971
Report from Data Processing	July 1, 1971
Administration of Tests	April 15, 1971
Work-shop for Test Administrator	April 1, 1971
Test Administration Procedures Completed	March 20, 1971
Superintendent's Briefing	March 1, 1971
Order Materials	Feb. 10, 1971
Sampling Drawn by	Feb. 1, 1971
Decision on Program	Jan. 15, 1971
Last-Go Date	Feb. 20, 1971

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December 15, 1970
p.m.

Executive Staff, State of North Carolina

Special Pupil Personnel Data
At 11th Grade

Purpose - To provide information to:

(1) Student for planning

(2) Colleges, Community College, Technical Institutes, and others for admissions and student financial aide procedures

(3) For existing businesses who need to know future manpower picture for State

(4) Attract new businesses to North Carolina

(5) Establish performance criteria

(6) Conduct research

Types of Information

(1) Biographical data on student

(2) Test data on student

(3) Occupational trends and manpower needs

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Readiness (1st grade) - Metropolitan - To evaluate kindergarten efforts - Provides teacher with information on readiness to read.

California (Short Form) Academic Aptitudes - Measures potential to do verbal and non-verbal academic work - Can obtain expectancy level for each achievement score.

California Achievement - Achievement in basic skills (not science and social studies)

Reading
- Comprehension
- Vocabulary
- Total

Mathematics
- Reasoning
- Computation
- Total

Language
- Effectiveness
- Spelling

Total
Total Battery Score

Advantages (California)

(1) Relates achievement to potential
(2) Standard norms - On the same measuring rod, can compare language and mathematics at same level OR can compare 3rd grade results with 9th grade results.
(3) Consultant help.

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December 15, 1970
a.m.

Executive Staff, State of North Carolina

Recommendation For State Assessment Program
North Carolina

Purpose

It is purposed that a broad range, comprehensive, pupil and program evaluation system be established for North Carolina. The system will be designed for the following purposes.

1. Provide information so that the general public will increase its understanding of the attainments, needs, and the problems of the school.
2. Provide information so that the State legislature will be better able to enact legislation appropriate to the educational needs of the State.
3. Provide information to the State Department of Public Instruction in order to facilitate the identification of needs and priorities for purposes of planning and directing the improvement in the State.
4. Provide information to local school units in order to assist them in their efforts to identify needs and priorities as they plan and administer local school programs.
5. Provide information to pupils in order to assist them in making wise plans and decisions.
6. Provide information to the State Department and local units in order to assist both in meeting State and Federal accountability requirements. For example, Title I, Emergency School Act, Migrant Program, etc.
7. Provide information to the State and local units in order to assist both in evaluating special experimental programs. For example, the effect of merger or integration on achievement, the effect of class size on achievement, the effect of classroom climate on achievement.

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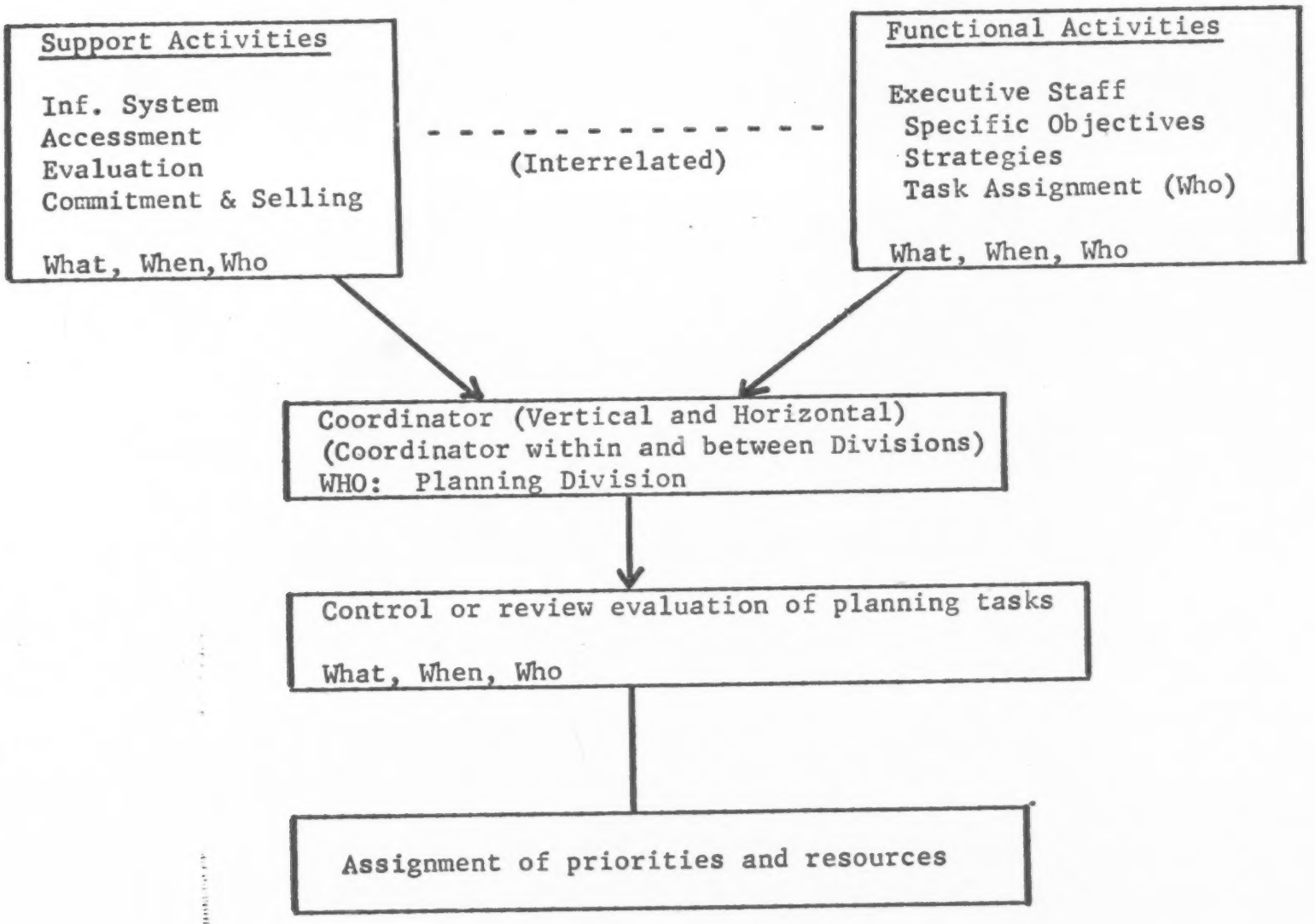
Outline: Plan for Planning - N.C.S.E.A.

Tasks to be done to insure that efforts are concentrated most efficiently in contributing to the continuing objectives.



(Fight for the Money!)

OUTLINE OF PLAN FOR PLANNING FOR EACH MEMBER OF EXECUTIVE STAFF

Tasks	Who	When	Controls (Authority)
Orientation to Planning	Craig Phillips H. T. Conner	By 1/1/71	Craig Phillips
Specific Objectives	Division Directors with help of Planning Division	By 4/1/71	Chief Horencho?
Collect information i.e., Specific Objectives Strategies	Mgt. Inf. Director Gladys Ingle Bill Brown ? John Goode Divisional Directors	By 4/1/71	?
Strategies	Divisional Directors with help of Planning Division	By 5/1/71	?
Specific Tasks and Performance Criteria	Division Directors with help of Planning Division	By 5/1/71	?
Review for editing and priority - Internal	Ass't. Supt. or Special Ass't.	By 6/1/71	Craig Phillips
Executive Staff	Executive Staff	By 6/15/71	Craig Phillips
Identification of Resources	Assistant Superintendent	By 6/15/71	Craig Phillips

12/17/70

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EXECUTIVE STAFF, STATE OF NORTH CAROLINA

1. Exutive staff will meet every Monday from 8:00 a.m. til 1 p.m. When large scale conflicts in schedule develop, another day will be selected

2. A schedule wil be developed by _____, to provide 1 hour per week for each member of the Executive Staff with the State Superintendent.

3. Additional detailed planning on budget submitted 6/30/70 for 7/1/71 - 6/30/73.

   a. ACP and ACD to make individual assignments to complete 71-73 budget by 1/15/71.

4. HTC's plan for planning to be presented to Executive Staff by 2/1/71. "Plan" to include what, who, when and degree of involvement.

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